



ODTÜ GV SCHOOLS

ACADEMIC GUIDE

2023 - 2024



ODTÜ GELİŞTİRME VAKFI OKULLARI

Our Vision

To play a leading and distinctive role among national and international school communities.

Our Mission

To provide a high quality education and to raise students as global citizens who inquire and strive to realize their full potential, contribute to a sustainable world, believe in democracy and have absorbed Atatürk's principles, highlighting science as the best guide in life.

Our Values

RESPECT

We respect core human rights and human dignity.
We respect different perspectives and world views.

RESPONSIBILITY

We each take responsibility for our own learning endeavours.
We are all responsible for our own wellbeing as well as the wellbeing of others.
We have responsibility for the local and global community.
We are responsible for a sustainable future.

TRUST AND TRANSPARENCY

We believe effective and open communication builds mutual trust.
In all our relationships and actions, we are guided by cooperation, trust and transparency.

INCLUSION

With different attitudes and traits, we are all equally valuable.
We have equal access to the same opportunities.
We value diversity.

CREATIVITY AND INNOVATION

We encourage the expression of imaginative ideas.
We strive to generate new, different and original ideas and evaluate them for improvement.
We strive to generate new, creative and original solutions to different types of problems.

GLOBAL APPROACH

We see ourselves as part of the world and have a feeling of responsibility for it.
We know our own culture;
we are curious about other cultures and willing to learn about and understand them.
We care about local and global issues and take action to tackle them.

KINDERGARTEN

MISSION AND OBJECTIVES

Having a solid and effective kindergarten education between the ages 3 and 6 sets a comprehensive foundation for prospective achievements of students. ODTÜ GV Schools aim to cultivate self-reliant and competent individuals by offering them extensive learning environments. Thus, we implement a skill-oriented and game-based programme along with the objectives and principles stipulated in the Preschool Programme of Ministry of Education. We prepare our students for Grade 1 through effective learning opportunities in which all learning domains are reinforced. We ground our teaching and learning framework on the following principles:

- Students learn best when they are addressed as individuals and in settings where they are in interaction.
- Parents and society are complementary components of learning.
- All students enjoy equal learning opportunities and we value the contribution of each student in this sense.
- Students learn by exploring.

Our programme, enriched with student-oriented learning and teaching strategies, owns a spiral and eclectic structure in which developmental qualities, interests and needs are placed into core. The cognitive, language, physical, social-emotional as well as self-management skills of students are addressed in a developmental framework. Extensive and complementary materials that help students make connections with their daily lives and environments enhance the cognitive, language, physical, social-emotional as well as self-management development of students.

Cognitive and Language Development

Children develop most of their identities in their early childhood period. That is why, we design and plan a number of activities that will allow students to express themselves and to voice their viewpoints. We help students express themselves via various language media through activities like story-telling, reading, nursery rhymes, finger games, singing, discussion, etc.

Classrooms and hallways patterned with visual aids help students improve their visual literacies. Thus, students become familiar with letters and sentences. Preparation for reading and writing involves awareness for letters and sounds. The Kindergarten Library is frequently visited thanks to its rich resources of Children's Literature. We make use of inquiry-based learning and high-order thinking strategies to feed the students' innate curiosities. Philosophy classes help students make connections between questions and ideas and their own lives. Students learn how to connect ideas, and thus how to "think effectively", which in turn makes their school journeys more meaningful.

We aim to strengthen students' problem solving skills and lay the foundations of using proper mathematical ways of expression via numbers, data processing, shapes, sequencing and pattern templates. All these activities, strategies and materials improve the attention spans of children.

Preparation for Reading and Writing

We design and implement reading and writing preparation tasks to facilitate the transition to primary school. There is no explicit teaching of reading and writing. Our objective at this stage is to equip our students with necessary initial skills that will help them learn how to read and write in an effective manner. This stage of preparation exerts a great significance to motivate students and to raise awareness before they start primary school.

Physical Development and Self-Management Skills

Students actively develop gross and small motor skills through game-based activities in kindergarten classes. Outdoor activities help students improve their gross motor skills while their small motor skills are activated via specially-designed materials considering their age-based developmental characteristics. Students are offered various opportunities to be able to act independently and encouraged to be responsible for their personal belongings while at the same time they manage their personal hygiene. They also learn how to manage their behavior; how to stay in active interaction with their mates and to keep their materials in order.

Social and Emotional Development

Social-emotional development, during which students acquire certain skills such as managing themselves, their relationships and tasks effectively, is the most crucial part of pre-school education. Knowing and managing emotions, forming sound relationships with others, making meaningful decisions and coping with challenging situations are the core skills of social-emotional learning. We encourage students in kindergarten classes to improve their perseverance, cooperation, recognition of emotions as well as their empathy skills. Students at kindergarten develop friendly relations and take part in classroom engagements and discussions in this process. They develop and experience new strategies to cope with new challenges, to launch conversations, to interact freely and to settle the disputes independently. They stiffen their self-confidence by developing a positive sense of self.

Activities related to Turkish, Arts, Drama, Music, Motion, Game, Science, Maths, Preparation for Reading and Writing and Field Trips support all learning domains of students in kindergarten classes.

Turkish

Turkish Language activities are implemented with the purpose of backing up language development of students, encouraging them to speak their mother tongue appropriately, boosting their vocabulary and embellishing their communication skills. Turkish Language activities also help students produce the appropriate sounds, recognise and use various syntactic structures, acquire listening skills, express their emotions and ideas in verbal and non-verbal ways, adjust their tone of voice and articulate the words in appropriate ways. The foremost objective of Turkish Language activities is to make students develop positive attitudes towards reading and books. Nursery rhymes, playing finger games, reading poems, asking riddles, conversations, interactive and shared reading, storytelling, drama and picture stories are among the activities that we offer to students.

Math

Math-related activities are implemented with the purpose of boosting the cognitive development of students, generating positive attitudes towards math, helping students establish more solid links between their existing conceptual understanding and newly learned concepts as well as helping them make more sense of how and why math-related concepts are being used. Associating, matching, grouping, forming patterns, sequencing, addition-subtraction, recognizing geometrical shapes (symbols) and designing graphs are among the activities that we offer to students.

Science

Science-related activities are implemented with the purpose of encouraging our students to ask questions, to be curious, to observe, to explore, to investigate and experiment. We encourage students to follow the scientific thinking and reasoning steps while they are exploring new concepts. Students form links to their own routines while they develop a positive attitude towards their immediate surroundings. Students explore how science functions by observing and investigating.

RECOMMENDATIONS TO PARENTS

To be aware of the norms of developmental stages that our kids go through will help you know them better and form more sound communication with them. This period of development involves physical, cognitive, emotional and social dimensions as in all other stages of development. Play balloon and ball games with your kids to support their motor skills; do activities like stringing beads, create designs and forms with play dough. Create opportunities through which they can spend time with their mates to aid their social-emotional development. You can also play interactive games like box games, story cubes and street games with your kids. Such games will contribute to their self-discipline and self-control as well as their audio-visual aptitudes.

Arrange hours of reading with your kids. Let them see you when you are reading. Encourage them to read in various genres like stories, cook books, reference books, etc.

Naming, grouping and ordering the household objects, cooking together, kneading dough together, laying the table and counting the number of objects are a few ways to improve their mathematical reasoning and thinking skills. You can also play simple box and card games to aid their problem-solving skills.

Encourage them to take risks and tell them that it is okay to make mistakes. Observe them with minimum guidance. Give them chances to cope with the challenges they encounter. This is how they learn.

Adaptation to school is one of the essential skills that they have to develop in pre-school period. Let your kids hear about your positive remarks regarding school, teachers and their mates to foster this adaptation process. Pick them up from school on time as you have scheduled and do your best to keep your promises. Bear in mind that they need time in their new environments. They may have a hard time leaving you behind. Please stay firm at such occasions and keep this period of farewelling short. Pay extra attention to their questions and answer them with solid statements that they will be able to understand. Focus on the efforts displayed in the process, not on the outcome of the behavior. Praise the effort. Set the rules together, reflect on their outcomes and stick to these rules. Make sure all others in communication with your kids use the same norms of language. Be consistent with your actions towards your kids.

AT ODTU GV SCHOOLS, EACH STUDENT LEARNS AT THEIR OWN PACE.

PRIMARY SCHOOL

MISSION AND OBJECTIVES

Turkish Language

In Turkish Language classes, we expect students to acquire listening/viewing, speaking, reading and writing skills as well as cognitive skills that they will be able to use for life. Turkish Language classes are organized with the activities that will help them develop individually and socially, communicate effectively and acquire habits of effective reading and writing by using these skills. Making links between texts, comprehension, ordering, classifying, inquiry, critical thinking, analysis and evaluation are among the objectives of Turkish Language classes.

In reading, listening and viewing activities and tasks, we expect students to:

- identify key facts and details,
- make inferences regarding the texts,
- identify the gist of the text,
- make relevant interpretations out of a text.

In speaking activities and tasks, we expect students to:

- engage in discussions (based on specific facts and ideas), express themselves clearly,
- communicate their ideas and viewpoints.

In writing activities and tasks, we expect students to:

- communicate their ideas and facts through various forms of writing.

English

Our main goal in the Primary School English Program is to give our students a solid foundation for the skills required for further study of English in the Middle School English Program.

We instill love and appreciation for learning a second language in all of our students. They are continuously exposed to English through audio and visual materials.

We encourage them to use English in a fun, caring and flexible environment where they feel comfortable taking intellectual risks, and recycle the language in a unique and creative way. The focus of learning is on deepening communication, rather than on completing curricular items within a given period of time.

Parents are encouraged to be part of the process and are kept up-to-date on their child's learning through parent-child meetings.

It is imperative for students to make connections to information and concepts presented in their first language so that students may retain what they have learned. Therefore, we closely collaborate with homeroom teachers to make cross-curricular connections in our instruction.

The program promotes the use of student-centered, activity-based approaches and aims to develop thinking skills to respond to a range of information with both enjoyment and understanding. It covers knowledge, skills and understanding in four domains: reading, listening, writing and speaking. All domains work together to support the knowledge, skills and understanding.

We aim for our students to:

- develop the habit of reading for pleasure and information,
- read a range of texts fluently and independently using strategies to establish meaning, communicate using a range of vocabulary and sentence structures appropriately and accurately, respond to questions, express their own ideas and emotions, and participate in conversations, view their own progress and reflect on their own learning,
- be confident learners, taking pride in their accomplishments.

Science

In Science classes, we expect students to:

- own essential knowledge on astronomy, biology, physics, chemistry, earth and environmental sciences as well as engineering practices,
- develop scientific process skills and scientific research approaches in the process of exploration of nature and understanding the relation between human and nature as well as to cope with challenges in such areas, realize the mutual interaction among individuals, environment and society and expand a sustainable development awareness with regards to society, economy and natural resources,
- assume responsibility regarding daily life issues and make use of scientific knowledge and skills as well as other life skills to tackle with these issues,
- develop career expectations regarding science and entrepreneurship skills,
- realize and appreciate how the scientific knowledge is generated and how it can be transferred to new areas of research,
- be concerned with and curious about natural phenomena,
- be aware of the significance of the security in scientific studies, develop reasoning skills, scientific thinking habits as well as decision-making skills via socio-scientific issues,
- adopt global ethics, national and cultural values and scientific ethos.

Skills teaching involves the following:

- Scientific Process Skills: Life Skills, Analytical Thinking, Decision-making, Creative Thinking, Entrepreneurship, Communication, Cooperation
- Engineering and Design Skills; Innovative Thinking

Math

At ODTU GVO, we believe that all students have the ability to learn Math. Our Math programme:

- aims to help students develop high-level cognitive skills and a positive attitude towards Math through the activities conducted,
- allows students to reinforce the abstract concepts through concrete materials
- equips students with scientific competences and digital literacy as well as mathematical skills through the integration of interactive activities, smart-board applications and web 2.0 tools.

Our students can:

- recognize and apply mathematical concepts,
- develop high-level reasoning, anticipating, comparing and contrasting, research and problem solving skills,

Social Sciences

In Social Sciences classes, we expect students to:

- adopt Atatürk's principles and revolutions and democratic values,
- be open-minded; respect human rights and act in solidarity and cooperation with others,
- evaluate recent issues both in the world and Turkey and establish cause and effect relationships among these issues,
- respect and appreciate the differences to orient in time and space, consider the cultural and artistic values as part of personality growth and socialization,
- be responsible and active citizens.

Life Sciences

Life Sciences programme allows students to explore the essential knowledge, skills and values in the society.

We expect students to own basic life skills like making decisions, recognizing and following rules, recognizing self, developing a love of nature, using the sources wisely and solving problems. Students are also expected to put this body of knowledge into practice during Life Sciences courses.

Students learn and apply social norms; defend their own rights and those of others; become sensitive to their surroundings; develop a sense of responsibility and high self-confidence; think and act globally and creatively.

Information Technologies and Software

In Information Technologies and Software classes, we aim for our students to;

- generate new information and technologies instead of exploiting the current information and technologies,
- use technological devices actively and effectively,
- become technological literate individuals who know that the technological tools are not the end but the means,
- become digital citizens who make use of technology in appropriate, responsible and ethical terms,
- acquire problem-solving and technologically thinking skills, come up with solutions to global issues via technology,
- adopt the principles of becoming global citizens who acknowledge the significance of technology to communicate, research and cooperate.

Human Rights, Civic Education and Democracy

In Grade 4 Human Rights, Civic Education and Democracy classes, we expect students to:

- adopt humanitarian values,
- explore the privileges of being a child with respect to rights, freedom and responsibilities,
- assume responsibility to make use of rights and freedom,
- treat others fairly
- make decisions based on cooperation and democracy,
- seek for compromise to settle the issues,
- aid the protection of rights and freedom by complying with rules.

Visual Arts

Our Visual Arts programme is structured under three learning domains as Cultural Heritage, Art Reviewing and Aesthetics. We expect our students to internalize arts and to handle the works of art with a conscious and critical view. In our visual arts classes, we;

- cultivate their creativity,
- differentiate the tasks or activities considering the diverse understanding, knowledge, inspiration and imagination of students, involve two and three dimensional art works as well as multimedia materials.
- help students express themselves freely,
- design the content and approaches considering the development stages of students.

Music

Our Music programme is structured under four learning domains such as Listening- Singing-(Playing), Musical Understanding and Knowledge, Musical Creativity and Musical Culture.

- In our music classes, we expect our students to adopt the principles of musical literacy and to integrate it into their daily lives through;
- music classes and vocal training, instrument training,
- music culture.

Religion

In religion classes, we expect students to attach priority to ethics and love; to act in accordance with reasoning and scientific norms; not to refrain from questioning; to handle the innovations and developments without prejudice and to respect the religious beliefs of people.

RECOMMENDATIONS TO PRIMARY SCHOOL PARENTS

Knowing more about the characteristics of the developmental stages of children will enable you to know them better and to form better communication with your kids. Children, through 7 years to 10 years old, are expected to grow physically, mentally, socially and emotionally in order to cope with the challenges at school and as well as to achieve at school.

- Create suitable grounds for your kids where they can run, climb, jump and take exercises in order to aid their muscle growth along with body coordination and balance.
- Have drawing, play dough and cutting-pasting exercises with your kids to aid their muscle growth, which is essential for writing.
- Do not expect more than your kids can achieve. Such expectations will create tension and worry with kids.
- Children tend to learn by seeing, doing and experiencing as they are going through concrete thinking stages. Set an appropriate role model for your kids by creating suitable learning environments.
- Create chances for your kids in which they can form sound communication with their mates and adults.
- Encourage them to explore the source of the problems and support them in their attempts to generate solutions.
- Friends mean a lot to children. Almost all children want to be the first choice of their mates. Do not advise them much at this stage, but allow them to come up with their own solutions through effective listening strategies.
- They love jokes; however, they can easily get offended by critics and teasing. They try to be friendly with adults. Give them inspirations on role models and acceptable behaviors.
- They can take over responsibilities that are suitable for their ages. They might tidy their rooms, prepare the materials of their daily activities and help you with simple housework.
- When they overreact, listen to them first and reassure them. You can then explain your own sentiment on the issue and reevaluate the case together.

Friends mean a lot at this age period. They tend to identify themselves with their friends. The relationships of kids with their mates mark great significance concerning socialization and sound development.

- Encourage them to become involved in environments where they can interact and have common activities with their mates.
- Support them when they tackle with challenges; however, do not settle these challenges in place of them.
- Explain them the significance of sharing, cooperation, tolerance and forgiveness in interpersonal relations.
- Emphasize the significance of individual differences and encourage them to treat their mates based on positive aspects.
- Encourage them to be tolerant with collision of ideas and admitting criticisms as well as using a positive language towards others.

Children are to learn how to assume responsibilities and how they vary as they grow.

- Be quite clear and firm with the allocation of responsibilities in order to aid the development of sense of responsibility.
- Assign them responsibilities suitable to their age and developmental stage.
- Demonstrate that you have confidence in them and allow them to make some decisions.
- Set clear and tangible rules at home, stick firmly to these rules and allow them to learn from their failures.
- Reinforce the positive achievements in their completion of responsibilities and give them positive feedback.

Homework helps students realize that learning is taking place everywhere. The homework that we assign our students aids their skills and helps them develop research, acquiring knowledge, inquiry, creating and exploring habits. Thus, students become self-sufficient individuals who appreciate the ways to attain knowledge and equip themselves with 21st century skills. The foundations of reading and writing are also laid at this stage of schooling.

- Have positive attitudes towards school courses and works. Refrain from critical and repressive attitudes towards school and school works.
- Make sure they know that you are always ready to help them when they really need it.
- Get involved in their homework processes.
- Arrange a quiet and brightly-lit room which is free from all distractors. Set a specific time for homework completion and encourage them to do their homework at this designated time span.
- Check what they have done once they have finished their works. Polish what they can achieve instead of weaknesses. Encourage them that they can learn by demonstrating correct samples.
- Appreciate any progress that they have achieved. Do not compare and contrast them with other kids.
- Turn learning how to read and write into fun through games and activities.
- Meet their teachers on regular basis and reflect on their academic progress in objective terms.

MIDDLE SCHOOL

MISSION AND OBJECTIVES

ODTÜ GV Middle Schools programme is designed in accordance with the general objectives and principles of relevant regulations of Ministry of Education.

Middle School Programme aims for students to add to the essential competencies gained at primary school as well as to become individuals who have adopted the national and spiritual values, exercise their rights and fulfill their responsibilities, have equipped themselves with basic skills and competencies peculiar to multiple disciplines and individuals who take the responsibility of their own learning.

Respect, love, justice, integrity, friendship, patience, responsibility, patriotism and cooperation are only a few of the concepts and values placed at the core of the programme.

The school week runs from Monday to Friday with a total of 40 hours of instruction per week in accordance with the regulations of Ministry of Education.

Turkish Language

Our goal is to guide our students, through 5th to 8th grade, to improve their receptive (listening and reading) and productive (speaking and writing) skills as well as to advance themselves individually and socially and their communication by using these skills in an integrated way through real-life tasks in a collaborative and self-empowering environment.

The course books, having designed with the scope of skill-based learning based on themes; the lesson plans involving "knowledge, skill and attitude" stages of planning along with the assessment and evaluation items as well as a variety of written and visual materials have all been designed for purposes improving basic language and high-level thinking skills. Grammar and punctuation are taught through their contribution to overall context of the text by means of contemporary and scientific learning approaches.

We aim for our students to;

- improve their understanding (reading/listening) and telling (writing/speaking) skills,
- use Turkish in accordance with its speaking and writing norms,
- attain an appreciation and outlook of language and expand thinking, imagination and creativity,
- acquire the habit and devotion of reading,
- express the ideas and assumptions on a certain topic orally and in written forms effectively and clearly,
- develop skills of researching, exploring, interpreting and structuring the information,
- develop skills of accessing, organizing, questioning, using and generating the information via printed materials and multi-media resources,
- address the texts with a critical viewpoint,
- care for national, spiritual, ethical, historical, cultural and social values, appreciate works of Turkish and world literature.

Second Foreign Language

Having a good command of a second foreign language allows you to broaden your horizons, enabling you to see things from a different perspective, or get a deeper understanding of another culture. Our goal is to guide our students to improve their receptive (listening and reading) and productive (speaking and writing) skills in a second foreign language (German, French, Spanish) in an integrated way through real-life and differentiated tasks in a collaborative and self-empowering environment.

We design our programme with a view to help our students certify their language competencies (FIT IN A1, DELF A1, DELLE A1) as well as to lay the foundation to be able to make use of their second foreign languages in their academic lives and future careers.

We aim for our students to;

- be able to speak about themselves and others, meet basic communication needs,
- contribute to their identities as global citizens through second foreign language competencies,
- become responsible and conscious individuals who are aware of the cultural diversity.

English

Having a good command of English as a foreign language allows learners to broaden their horizons, enabling them to see things from a different perspective, or gain a deeper understanding into another culture.

Our goal is to guide our students, through grade 5 to grade 8, to improve their receptive (listening and reading) and productive (speaking and writing) skills in an integrated way through real-life tasks in a collaborative and self-empowering environment.

We aim for our students to...

- read and comprehend fiction and non-fiction texts; listen to and comprehend talks, conversations and other texts; plan, write and revise a variety of fiction and non-fiction texts; speak about a range of topics in different contexts through both individual and pair/group work activities by employing a variety of skills development strategies.
- develop the necessary thinking skills such as analytical thinking, critical thinking, problem solving, creative thinking to adapt to the needs of the ever-changing world by getting them engaged in meaningful, relevant, and high-quality language instruction, which promotes learner autonomy.
- gain a further insight into human emotions, develop a multicultural outlook, tolerance and empathy through a detailed analysis of a range of authentic language materials such as works of literature and participating in real-life learning experiences where effective use of English is required.
- engage in open-ended inquiry, research opportunities and class discussions, where students interact with each other, gather information, evaluate sources and where they are supposed to practise and employ receptive and productive skills in an integrated way.

Social Sciences

Social Studies programme helps students make sense of the past events and people and their implications and roles in current issues. This course, besides, helps students appreciate their duties and responsibilities towards themselves, parents, other people, laws and government while it gives the implications of how to ensure an effective adaptation into society.

Social Sciences involves, through grade 4 to grade 7, a variety of disciplines like history, geography, economy, citizenship, etc.

The Revolution History and Kemalism course offered in grade 8 highlights the global and local issues that took place at the beginning of 20th century with focus on The Independence War and Revolutions of Atatürk.

We aim for our students to;

- use and implement the information identifying it with current issues and cases,
- research events with a critical perspective using problem solving skills, develop skills of analysis, critical thinking, map reading and analysis in historical terms,
- form links with preceding and following events instead of focusing only on causes and events,
- come up with generalizations,
- identify the main ideas, underlying elements, conflicts and implications in a text.
- defend a viewpoint through evidences.

Math

Math aims to process and produce the information and to make predictions engaging in numbers, shapes, space, size and the connections among these as well as to solve problems using the math language. Those who make sense of and implement math are going to have more and better chances of shaping the future.

We aim for our students to;

- use math terminology and language appropriately for logical representations of mathematical statements,
- understand mathematical concepts and systems, form links among these and practice these concepts and systems in daily life and other learning domains,
- make inferences via logical induction and deduction,
- develop problem-solving strategies and use them to settle daily-life issues, become principled, careful, patient and responsible and develop skills of researching, generating and using information,
- appreciate the role and value of math in shaping thinking and its use in other disciplines,
- use anticipating and memory skills and strategies efficiently,
- form links between math and arts and develop a sense of aesthetics,
- equip themselves with mathematical information and skills for their further studies.

Sciences

Sciences Programme aims students to own sciences literacy with a focus on essential knowledge and skills on astronomy, biology, physics, chemistry, geology, environmental sciences and STEM.

We aim for our students to;

- explore how to settle the challenges encountered in the process of discovering the nature and understanding the relationship between people and environment (scientific research techniques and sciences and engineering implementations),
- gain a deeper insight into the interactions among people, environment and society and develop a sense of sustainable development regarding society, economy and natural resources,
- own responsibility for daily life issues and use scientific knowledge, scientific process skills (observation, evaluation, classification, recording data, hypothesizing, using the data and modelling, changing variables and controlling and experimenting) as well as other life skills (analytical thinking, decision-making, thinking creatively, entrepreneurship, communication, team-work),
- develop a sense of career in sciences and skills of entrepreneurship,
- realize and appreciate how the scientific knowledge was generated by scientists, how it accumulates over time and how it can be transferred to new areas of research,
- be concerned with and curious about natural phenomena,
- be aware of the significance of reliability in scientific studies,
- develop reasoning skills, scientific thinking habits as well as decision- making skills via socio-scientific issues,
- adopt global ethics, national and cultural values and scientific ethos,
- own an interdisciplinary perspective into problems through integration of sciences with math, technology and engineering,
- develop strategies to come up with products and how to add value to these products using the knowledge and skills in sciences.

Information Technologies and Software

Having a good command of information technologies, following the recent agenda in technology, becoming technologically literate, developing skills of problem-solving and analytical thinking allow students to broaden their horizons. Students meet computer systems, web 2.0 tools and block-based programming in grade 5 while they engage in cloud systems, 3D design and programming, tabulation and calculation tasks in grade 6. Students develop their analytical thinking and problem-solving skills through algorithm, flow charts, textual programming and robotics in grade 7.

We aim for our students to;

- become digital citizens who make use of technology in appropriate, responsible and ethical terms,
- use information and communication strategies actively and effectively, access and use web-based educational tools and services,
- acquire problem-solving, analytically and technologically thinking skills attain cooperation skills and use information and communication technologies in other disciplines,
- appreciate the significance of confidentiality, ethics and security,
- design algorithms and realize the significance of them in the order of operation steps,
- express algorithms schematically and textually,
- determine the needs to solve the problems and opt for the best and most effective programming approach,
- use at least two different programming languages,
- sample the real life issues in product design and come up with authentic products and project ideas,
- become aware of life-long learning.

Religion

In religion classes, we encourage students to appreciate the religious beliefs in local settings as well as the existing beliefs all over the world and attach priority to ethics and love; to act in accordance with reasoning and scientific norms; not to refrain from questioning; to handle the innovations and developments without prejudice and to respect the religious beliefs of all people.

We aim for our students to;

- become well-behaved and ethically correct individuals,
- understand the impact of religion on social life, culture and civilization, respect different beliefs and cultures,
- have a critical view towards fallacies stemming from religion in our culture, form links with preceding and following religious events instead of focusing only on the causes and events.

Physical Education and Sports

Physical Education and Sports Programme involves active and healthy life skills, norms and strategies along with self-management, social and thinking skills improvement.

We aim for our students to;

- develop a sense of motion regarding a variety of physical exercises and sports,
- use norms and principles of motion in a variety of physical exercises and sports,
- use motion strategies and approaches in a variety of physical exercises and sports,
- develop an understanding towards the qualities of a healthy life through engaging in a variety of physical exercises and sports,
- take up physical exercises and sports on a regular basis,
- adopt principles and norms of Physical Education and Sports Programme,
- develop their self-management, communication and cooperation skills along with responsibility and sense of fair-play and diversity through Physical Education and Sports courses.

Visual Arts

Involving arts into life is a sign of being a modern person. Arts Programme encourages our students to view correctly (aesthetics), to sense the existing correctly (justice and ethics), to think analytically, to inquire, to appreciate the traditional and global values, to generate new forms and to aid the growth of the society. Arts is the most significant component of science and technology.

We aim for our students to;

- own visual literacy as well as a sense of perception and aesthetics,
- gain an insight into the basic concepts and implementations in visual arts,
- engage in and evaluate artistic discussions with a critical approach, explore the nature and origins of visual arts and question its value, follow the recent advances and events in the field of arts,
- appreciate and preserve cultural heritage assets,
- express their ideas making use of the knowledge, materials, skills, techniques and technologies efficiently and safely in visual arts,
- link visual arts with other disciplines, display ethical attitudes and choices in arts, learn more about art-related professions,
- become willing to learn and implement visual arts.

Technology and Design

To be able to exist and make this existence accepted in tomorrow's world, in which the new equilibrium, like no other in the past, is provided by the globalisation phenomenon with its rapidly gaining impetus thanks to the information and communication technologies, seems to be only feasible by not being close adherents and carbon copies of advancements and innovations but by being the creators, actualisers and governors of them. Technology and Design Programme has been designed to meet these ends. Technology and Design Programme, with its "whole" structure and interdisciplinary nature, involves components that encourage students to become life-long learners who can put what they have learned into practice and can use the technology and design processes for both their benefits and the benefits of the society.

We aim for our students to;

- experience the life making use of critical, innovative, analytical and creative thinking skills as well as generating ideas,
- find the ways for sustainability, protection and re-production,
- develop an understanding that aesthetical sensitivity and tendency is not a piece of information but a statement of liking,
- express themselves effectively in oral, written and visual forms.

Music

Music education is a significant component in the formation of cultural identity. Through our Music Programme, we expect our students to adopt the principles of music learning and to involve it into their daily lives.

We aim for our students to;

- appreciate the role of music in life,
- add to their physical, mental and cognitive developments through music,
- enjoy music,
- adopt principles of vocalising together, let music occupy a space in their lives, a
- develop their team-work skills and boost their self-confidence,
- own a musical culture and background that will facilitate the integration with the rest of the world,
- enhance their creativity through music,
- develop their sense of affection, sharing and responsibility, communicate their feelings, ideas and experiences through music,
- develop their social skills,
- appreciate the other cultures by learning about the local, regional, national and international music genres,

RECOMMENDATIONS TO MIDDLE SCHOOL PARENTS

ADAPTATION TO MIDDLE SCHOOL

Parental support

Children go through a variety of changes that require them to adapt to new settings as of early periods of their lives. Middle school is considered to be one of these transition periods. For adolescents, the new environments and changes may mean experiencing a number of feelings simultaneously. Although transition to middle school is mostly seen as a worrying period, it can, in fact, become an exciting phase if the parents provide their kids with the appropriate support in helping them adapt to this new stage in their lives.

Starting a new school level could offer an exciting experience for parents. Calm, positive and supportive attitudes of parents towards their kids will aid the adaptation process and positive behaviors at school.

Recommendations to parents:

- Give them and yourself time to adapt to school.
- Create settings in which your kids can freely express their feelings and viewpoints.
- Be active listeners. Encourage your kids to explore possible ways of settling the problems and to assume responsibilities to make
- decisions. Be consistent with your attitudes.
- Remind them that there are people at school who can counsel them when they have problems.

Parental Support for Learning

Parents play significant roles in enhancing the learning processes and their kids' life-long skills. First learning experiences take place at home and continue to grow and are enriched through the contribution of school. It is of greater significance for students to develop more effective study habits in Middle School. Middle School students might still need the support and guidance of their parents along with the multiplied number and variety of courses and extended responsibilities. Students who have developed a sense of responsibility and experienced the joy learning and achieving develop more efficient studying habits. It is important for parents to reinforce these kinds of positive behaviors by assigning them meaningful and achievable responsibilities starting from the early ages.

Recommendations to parents:

- Help them set clear, measurable and achievable targets.
- Guide them in managing their time and organizing their schedule.
- Encourage them to stick to the deadlines set for their assignments.
- Emphasize the significance of completing assignments in a timely manner.
- Help them set priorities and put them in order.
- Teach them how to say "no".

- Urge them to realize the benefits of reviewing and practicing. Encourage them to develop effective and efficient study habits.
- Express your appreciation for their efforts and their regular study habit.
- Be realistic with your expectations and never compare and contrast them with others.
- Make sure they understand the tests and exams are chances to learn about their needs.
- Praise their achievements and help them understand that they can learn from their failures.
- Help them explore that learning can be fun.

Parental Support for Growth

Adolescence is a growth period in which children go through a variety of changes. For adolescents, this period means a number of tasks and duties that they have to tackle with. The changes in feelings and behaviors due to adolescence might impair the communication between parents and children.

Due to the rapid pace of growth and skills during this period, they are greatly in need of parental support though they often wish to remain autonomous.

Recommendations to parents:

- Consider the adolescence period as an "exploration period" instead of a "stormy period". Form relations that will make them feel secure.
- Have strong and solid ties with your kids.
- Avoid a defensive approach in your communication with your kids.
- Refrain from giving too much and tedious advice.
- Never say no to things that you might admit later. Make constructive criticisms.
- Do not judge their clumsy or bulky acts.
- Do not compare and contrast your kids with others. Realize that they might have emotional ups and downs. Do not take over the responsibilities of your kids.
- Be consistent, firm and clear with setting and enforcing the rules. Do not take their behaviors personal.
- Give them feedback based on their behaviors only. Do not overgeneralize your statements that will impair their sense of identity.
- Help them direct their energy into sports and arts activities.
- Help them develop a sense of empathy by modelling it.
- Check which sources of information they have access to. Respect their privacy.
- Learn more about the characteristics of adolescence period. Know who their friends are.
- Show them unconditional love.
- Accompany them as they grow and explore.

Please note that adolescents, unlike children, need "guidance" instead of protection and "support" instead of care from their parents.

HIGH SCHOOL

MISSION AND OBJECTIVES

ODTÜ GV High School program is designed in accordance with the requirements and the regulations of the Ministry of National Education (MoNE). The program aims for students to add to the essential competencies gained at primary and middle schools as well as to equip them with the personal, social and academic skills in accordance with their interests and abilities.

The school week runs from Monday to Friday with a total of 42 hours of instruction per week in accordance with the regulations of MoNE. The High School program involves must and elective courses designed considering the interests, preferences, and competencies as well as the individual differences and career orientations of students. Must courses are the compulsory courses for students to attend at each grade while elective courses help them gain insights into undergraduate programs. Students select their courses for the prospective academic year by the end of the first term. The selected courses are offered for at least 10 students and the students are not allowed to withdraw from the courses. The medium of instruction for Maths, Physics, Chemistry, and Biology is English.

Turkish Language and Literature

The main goal of the High School Turkish Language and Literature program is to enhance students' competencies in writing and speaking skills so that they can use Turkish appropriately and effectively, and acquire the ability to think systematically and critically through a multidimensional perspective. It also aims to assist students in appreciating literature considering the cultural and aesthetical dimensions and making it a part of their lives.

We aim for our students to:

- engage in text analysis,
- identify the theme and plot of the texts,
- analyze the text with reference to its period and with regards to its content, narrative style and genre,
- research the biographies, literary identities, styles and inspiring movements of the poets and authors,
- read the assigned books and research the articles written on these books.

English

The main goal of the High School English Program is to equip our students with the necessary language skills and systems they need so that they can pursue their studies at universities where the medium of instruction is English. The program designed for high school students is intended to foster communicative skills by addressing the four skills of language in an integrated way. It also aims to help students develop 21st century skills and thus become critical thinkers, creative problem solvers, collaborative team workers, and effective communicators with a sense of empathy and respect for differences and diversity.

Whilst addressing the requirements set out by the Turkish Ministry of Education, our school also provides two rigorous and challenging curricula for grades 10 and 11 students: Edexcel International GCSE English Language A and our Pearson Assured Accredited Certificate Program 'Self and Society', respectively. Our students are given an opportunity to take the international certificate exams of these programs at the end of the academic year. Each year, our students study a wide range of literature in depth so that they can develop skills for critical thinking and analysis to better understand the rapidly changing world. The study of literature gives them the opportunity to explore their own beliefs and values and those of others. All learning activities and suggested topics in the program promote an inquiry-based approach to learning and intellectual engagement.

We aim for our students to:

- express themselves using the target language effectively and appropriately;
- improve and enlarge their vocabulary in the target language;
- communicate effectively not only with people within their community but also with people all around the world;
- know, understand and appreciate their own cultures and those of others;
- develop high order thinking skills;
- develop into informed and engaged global citizens;
- learn how to learn and become independent learners throughout their lives;
- work in collaboration with others;
- use information technologies effectively.

Second Foreign Language

Having completed Spanish, German and French A1 program at Middle School, students study the A2 program at high school.

We design our program with a view to helping our students certify their language competencies (FIT IN A2, DELF A2, DELLE A2) as well as laying the foundation to be able to make use of their second foreign languages in their academic lives and future careers.

We aim for our students to:

- **make use of their language skills to communicate and excel at their careers,**
- **contribute to their identities as global citizens through second foreign language competencies and become responsible and conscious individuals who are aware of cultural diversity.**

History

As part of the High School History Program, students review the period from early ages of humanity to the Turkish-Islamic era at grade 9; Ottoman Empire History and Turkish-Islamic Culture and Civilization at grades 10 and 11 and Revolution History and Kemalism, Contemporary Turkish and World History in grade 12. The main goal of the High School History Programme is to make our students adopt Atatürk's principles and revolutions as core values and to equip students with the necessary skills so that they can realize and preserve the history of humanity and cultural heritage and appreciate and respect the various perspectives on historical events.

We aim for our students to:

- **form links with preceding and following events instead of focusing only on causes and events,**
- **form links between historical and social events and geographical implications,**
- **develop their chronological organization skills and their perception of space.**

Geography

The main goal of the High School Geography Programme is to equip students with the necessary skills so that they can understand the causes of the events and phenomena in natural settings and excel at reading maps and graphics at grades 9 and 10 while they can realize the relationship between geographical events and human systems and generate solutions to settle the problems that may arise in such contexts at grades 11 and 12.

We aim for our students to:

- **recognize the basic relationships that exist between humans and natural environments,**
- **develop basic skills such map reading and interpreting information,**
- **recognize the importance of culture as the primary influence on how humans and societies exist,**
- **appreciate the existing geographical diversity.**

Philosophy

The main goal of the High School Philosophy Programme at grades 10 and 11 is to equip students with the necessary skills so that they can recognize and use general philosophy terminology; develop their own reasoning skills and strategies; raise awareness regarding the cultural codes and global issues and address these with a critical viewpoint. As part of the discussions during their philosophy classes, students might inquire information, question the existing hypotheses and dogmas, form their own ethos and learn how to think.

We aim for our students to:

- **recognize the basic concepts of philosophy and come up with various models of these concepts,**
- **actively take part in discussions and challenge the reasoning strategies,**
- **look into the issues and cases from a different perspective by asking "why and how" questions,**
- **read texts, books, studies, and novels on philosophy.**

Math

The main goal of the High School Math Program is to help students develop mathematical reasoning skills, to encourage them to use math in modeling and problem-solving, to improve their abstract thinking skills, mental liberation, and creativity through various strategies and effective learning and teaching methods.

- **We aim for our students to:**
- **justify the general rules and theories,**
- **link the previous knowledge to new learning,**
- **form cause-effect relationships using analytical thinking skills,**
- **review the objectives regularly referring to new and additional resources,**
- **engage in peer-learning.**

Physics

The main goal of the High School Physics Programme is to encourage students to realize the significance of physics in their lives by relating the principles and methods of physics to real-life issues at grades 9 and 10 and to equip them with research, inquiry and critical thinking skills by getting them to review mechanics, electricity, magnetism and contemporary physics content in grades 11 and 12. Students carry out experiments at labs.

We aim for our students to:

- **generate scientific information using scientific process skills,**
- **appreciate the implications of physics in social life, economy, and technology,**
- **practice research, inquiry and critical thinking skills at every stage of their lives,**
- **look into the issues and cases from a different perspective by asking “why and how” questions,**
- **critically think about the experiments forming cause and effect relationships.**

Chemistry

The main goal of the High School Chemistry Programme is to equip students with the necessary skills so that they can have a command of the core concepts, principles, models, theories, and laws of chemistry and they can explain the issues of daily life, health, industry, and environment through the use of relevant knowledge and skills acquired in chemistry classes in grade 9 and 10. Students will be able to review the structure of the atom, the basic characteristics of gases, the preparation and basic characteristics of solutions, the basic laws of thermodynamics, the speed and balance in chemical reactions, the notions of acidity and alkalinity, matter-electricity relationship and the notions and relationships within the scope of the structure and use of organic compounds in grades 11 and 12. The chemistry program has a practical component, as well. Students carry out experiments at labs.

We aim for our students to:

- **recognize the basic chemistry concepts, symbols, and abbreviations,**
- **acknowledge the logic behind the chemical calculations,**
- **draw solutions by interpreting the numerical data,**
- **deduce, interpret and reach to generalizations using the data they obtained at the experiments,**
- **appreciate the fact that all chemistry program components are interrelated.**

Biology

The main goal of the High School Biology Programme is to equip students with the necessary skills so that they can express themselves individually and in groups, transfer the skills regarding biology to the real-life practices and become scientifically literate individuals who appreciate the significance of life-long learning.

We aim for our students to:

- settle the challenges in their daily lives through a scientific outlook,
- follow the scientific method,
- make sense of theoretical information through a connection with real-life settings,
- engage in mind maps to review the content,
- advance at reading and analyzing schemes, tables, and graphics.

Physical Education and Sports

The main goal of the High School Physical Education and Sports Programme is to make students adopt sports-related knowledge, skills and attitudes and problem-solving strategies through sports activities as well as to raise self-confident, balanced, productive and effective individuals who appreciate the sense of fair-play and national, cultural and universal values and ethos.

We aim for our students to:

- transfer psychomotor, cognitive, affective and social experiences they have gained in sports classes to their daily lives,
- take up regular exercises,
- engage in sports activities outside the school.

Visual Arts

The main goal of the elective Visual Arts Programme is to help develop the affective, behavioral and cognitive skills of students within the framework of aesthetics. In visual arts classes, students improve their theoretical knowledge in history, sociology, and philosophy of art, learn more about art movements and artists and put the theory into practice through basic design, patterns, collage/assemblage and a variety of drawing experiences.

Music

The elective Music Programme involves four learning domains as listening-singing-playing instruments, musical literacy, musical culture and musical creativity. The tasks and activities in the music program allow students to take part in choirs and bands based on their individual needs. Students might take part in local, national and international musical festivals, events, and projects.

RECOMMENDATIONS TO PARENTS

High school years mark increasing responsibilities and the ability to cope with newly emerging cognitively and psychologically challenging circumstances. As students improve their abstract thinking skills, we would like them to form cause and effect relationships and consider the issues from various perspectives. Adolescents perceive the academic, intellectual, artistic and cultural stimuli swiftly and profoundly along with their developing cognitive potentials. However, they might also quickly lose what they learn. Thus, it is of great significance for them to retain routines, habits and the opportunities that will foster their sense of responsibility; to be guided efficiently and to receive the support and guidance that will sustain their motivation. Setting rules and consistent guidelines and enforcing these will establish order and a mutual trust environment and encourage your kids to develop appropriate behaviors as they take you as a role model. Laying rules on crucial issues like using technology, when to get home, where and how often to meet friends and scheduling their study time as well as establishing the rationale behind these rules will help them realize their limits in a firm and clear terms.

The first couple of months at High School could truly be challenging and your kids might get lower scores in the exams. However, establishing regular study habits, setting limits and guidelines that will also involve parents, appreciating the effort displayed and restructuring their realms of freedom incrementally as they develop their sense of responsibility will boost their academic performances.

At High School, students need to enhance their time-management skills for them to be able to plan for the deadlines of assignments and projects and other sports, cultural and social activities efficiently. You can encourage them to use an organizer and help them reach all the materials and resources they need. You might also guide them on how to cope with procrastination and how to manage their responsibilities.

COMMUNICATION WITH FRIENDS

High school students will tend to spend more time with their friends instead of their parents as they seek more freedom. Friends are of great significance since they offer chances for communication, make them feel important and inspire a sense of belonging, set role models, provide support and feedback and in some cases, they are also seen as sources of information on personal traits and skills. Parents need to learn

more about their kids' friends and their families in an appropriate manner and without becoming much inquisitive. It is important for parents to propose their solutions without blaming or warning their kids. They might act inappropriately among their friends. Parents need to realize what makes them act in this manner without putting the blame on them. The best they can do is to inform their kids of the likely dangers beforehand and ask them to act wisely. They can tell them about the limits and routines, values and their family's outlook towards life so that they can appreciate their own limits. Parents also need to allow them to have a variety of chances of freedom without being too repressive but by making sure they have the control.

PROFESSIONAL GUIDANCE

Deciding on a career path is one of the factors that influence one's entire life. That is why it is significant for them to make wise career choices in their high school years. They might need further guidance with their career paths as they cope with the challenges of this developmental stage. The studies demonstrate that the social and personal values, manners and attitudes inspired by parents rank among the most important factors affecting the achievement of the career choices. Stay in good terms with them and listen to them once they reveal the signs of their career choices, dream occupations or the department they would like to study. Focus on what these preferences mean to them instead of what they mean to you. Let them know about your experiences and expectations from the future. Try to give them some information regarding your own profession or other professional activities neutrally. Highlight the strengths and weaknesses of certain professions while you offer them alternatives and chances for exploring the professions together. You need to understand how your kid fits in that profession. They may not have the same skills, interests or professional values as you have. Explore what they really enjoy doing. You can help them much once you make sure you know well about their abilities and personal traits. Encourage them to meet people who do the profession that they want to be in the future. Create chances to have a conversation with these people and to spend a full day with them. Seek help from the Guidance & Counselling Department. Attend job fairs and career days. Test results, interviews, seminars and resources that they will offer are of great significance.



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