



## Comparative Assessment

# TURKISH CURRICULUM & SYRIAN CURRICULUM IN TEMPORARY EDUCATION CENTRES

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# Comparative Assessment

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## Abbreviations

<b>ALP</b>	Accelerated Learning Program
<b>GoT</b>	Government of Turkey
<b>INEE MS</b>	Education in Emergencies Minimum Standards
<b>MoNE</b>	Ministry of National Education
<b>PIRLS</b>	The Progress in International Reading Literacy Study
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>SC</b>	Save the Children
<b>SIG</b>	Syrian Interim Government
<b>TEC</b>	Temporary Education Centre
<b>TIMSS</b>	Trends in International Mathematics and Science Study
<b>UNICEF</b>	United Nations International Children's Emergency Fund

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## Executive Summary

This report has been prepared for the Save the Children International in Turkey to serve as a basis for the comparison of Turkish and Syrian curriculums.

Education is delivered to Syrian children through a number of channels in Turkey. However, there are currently two main-reliable options. In 2014 the Ministry of National Education (MoNE) published a circular, which provided the opportunity for Syrian students to attend either Temporary Education Centres (TECs) or Turkish public schools. Of the nearly 1 million school-aged Syrian children living in Turkey, around 311,000 are receiving formal education, while over 600,000 Syrian school-age children remains without formal education opportunities. Of those receiving an education, approximately 76% of Syrian refugee students attend TECs, and 24% attend Turkish public schools.

A significant development regarding Syrian students' integration into the Turkish education system took place in September 2016. For the 2016-2017 school term first grade and pre-school Syrian students will only be enrolled to Turkish public schools; they will not be able to enrol in TECs.

Syrian refugee children who access TECs face many problems in making the transition to public education in Turkey. Language barriers are more obvious than in other countries in the Middle East, especially for students seeking access to public schools. Refugee children face additional challenges in adapting to a new curriculum.

This report undertakes a comparative analysis of Turkish and Syrian curriculums. For the purpose of this analysis 1st-4th grade Language-Grammar (Turkish vs Arabic), Mathematics, Life Sciences and English courses taught in the curriculum in Turkish education system and the curriculum of the Temporary Education Centres (TECs) have been taken as basis.

This study has been divided into six sections. The first section gives information about the Government of Turkey's policies on the education of Syrians and the current state of access to education by refugee children. The second section explains the purpose of study. These are;

- (i) Evaluate the Syrian and Turkish curriculums for minimum standards of learning;
- (ii) Evaluate the Syrian curriculum for strengths and gaps in comparison to the Turkish curriculum;
- (iii) Identify the subjects Syrian children need to take to successfully transition into the Turkish formal education system.

The third section discusses the methodology that was used, which is a mixed-method including focus group discussions (FGDs), interviews and desk review of the Turkish and Syrian curriculums. The findings were triangulated mainly with the key informant interviews then synthesized. The fourth section provides the main findings of comparison of minimum standards of learning for 1st-4th grades in Language-Grammar (Turkish vs Arabic), Mathematics, Life Sciences and English courses. There were found significant differences between Turkish and Syrian curriculum that is taught in TECs regarding basic literacy, numeracy and social skills. For instance, looking at the literacy programs in general, it is seen that depending on the educational program in Turkey, students completely read and write within the first 4 months of first grade. On the other hand, with the education program in Syria, first year students are not expected to reach complete literacy. This is due to the different structure of the Arabic. It is seen that usually the ability of the child to express themselves in writing is deferred to subsequent grades, in other words to grades after 4th grade.

The final section provides policy recommendations about curricula development and Syrian students' successfully transition to Turkish formal education. Recommendations consists of two main titles, the kind of curriculum and the way curriculum is implemented.



## Introduction

Turkey is hosting the world's largest number of refugees. Children make up half of this population. However, less than one-third of Syrian children in Turkey are in formal education.

There are two formal education opportunities for Syrian children in Turkey; public schools and Temporary Education Centres (TECs). In 2014 the Ministry of National Education (MoNE) published a circular, which not only provided the opportunity for Syrian students to attend either TECs or public schools in Turkey<sup>1</sup> but also brought TECs under MoNE. Thus enabling children who attend TECs to receive accreditation.

Refugee children are entitled to access education in camps and in host communities through primary and middle school TECs, which provide instruction in Arabic using a modified version of the Syrian curriculum.

During the 2015-2016 school year, 247,000 Syrian children were enrolled in TECs. Another 73,000 Syrian refugee children are enrolled in Turkish public schools where they follow the Turkish national curriculum<sup>2</sup>. (Table 1).

**Education provision for Syrian refugees in Turkey, 2015–2016 school year**

Type of School	Temporary Education Centres (Camps)	Temporary Education Centres (Outside Camps)	Public Schools	Total
Primary (1–4)	43,200	102,000		145,200
Middle (5–8)	20,000	42,500		62,500
High School (9–12)	9,600	20,400		30,000
<b>Formal Education Total</b>	<b>72,800</b>	<b>164,900</b>	<b>73,000</b>	<b>310,700</b>

Adapted from: Kevin Watkins, *No lost generation*. Theirworld, 2016.

*Table 1. Education provision for Syrian refugees in Turkey, 2015–2016 school year*

In other words, currently, approximately 76% of Syrian refugee students attend TECs, and 24% attend Turkish public schools. Of the nearly 1 million school-aged Syrian children living in Turkey, around 311,000 are receiving formal education, while over 600,000 Syrian school-age children remain without access to formal education opportunities.

Syrian refugee children who access formal education face many problems in making the transition to Turkish public schools. Language problems are more obviously than in other countries, especially for students seeking access to public schools. Refugee children face additional challenges in adapting to a new curriculum.

The curriculum is in urgent need of updating. The utilized curricula in TECs was designed single-handedly by the Ministry of Education of the Syrian Interim Government (MoE SIG) and culturally sensitive subjects regarding Turkey were modified by the Turkish Ministry of National Education (MoNE).

On the other hand, regarding curriculum review and development in refugee situations Education in Emergencies Minimum Standards (INEE MS) has a number of key actions and guidance notes. INEE MS states that education authorities lead the review, development or adaptation of the formal curriculum, involving all relevant stakeholders. If formal education programs are being re-established recognized national primary-secondary school curricula should be used. The curricula development in refugee situations is a complex process and should be carried out by accepted and appropriate education authorities from both sides. In refugee situations, curricula should ideally be

<sup>1</sup> “Yabancılar Yönelik Eğitim”

“Eğitim Hizmetleri,” Milli Eğitim Bakanlığı, N

<sup>2</sup> Kevin Watkins, *No lost generation – holding the promise of education for all Syrian refugees*, Theirworld, 2016.

acceptable in both the country of origin and the host country. This requires substantial level of cooperation between education experts on both sides<sup>3</sup>.

A significant development regarding Syrian students' integration in Turkey education system occurred in September 2016. As of 2016-2017 school term, Syrian refugee children at pre-school and first grade levels will not be able to enrol to TECs. Ministry of Education Deputy Undersecretary Ercan Demirci made the following comments in his speech he delivered at the panel titled 'Roadmap Regarding the Education of Syrians in Turkey'<sup>4</sup>:

*"While it was initially expected that refugees that came to Turkey in 2011 were going to return to their country when the internal conflict was over, today on the contrary, the total number of refugees in Turkey has been increasing gradually. In the past, numerous migration movements were experienced in Turkey's geography however; no policy or memory has been developed regarding the phenomenon of migration.*

*With a view to providing educational opportunities to children who have to quit their schools, Ministry of Education initiated a totally unique concept via the Temporary Education Centres. After the forecasts about 2011 failed to hold true, the MoNE had to develop a novel educational paradigm.*

*Education provided by Temporary Education Centres (TEC) might seem as a good example however these students might face with some accreditation related problems in the future, with the educational certificates they will be given by TEC. Necessary preparations are underway to finish the transition from the concept of "Temporary Education Centres" to the concept of "Transition Education Centres". Work is currently underway to allow Syrian students to reach the level of competency within 3 years, regarding Turkish Language and the classes they will be enrolled in before they enter the Turkish education system. From now on (2016), Syrian refugee kids in the first grade will not be able to enrol in TECs. As of this year, around 100.000 first grade students and pre-school kids will be integrated into the Turkish education system regardless of their location. TECs will complete their mission within at most 3 years. Within this period, students at TECs will be transferred to the Turkish education system."*

In order to ensure that there is no lost generation among Syrian refugees, Turkey needs to implement large-scale, cost-effective programs that both address barriers to access for Syrian school-aged children, but also reach those who are most vulnerable. The integration of such a large number of students will be a critical component for Turkey's development initiative.

Among the major issues regarding transition and integration of Syrian students to Turkish education system, is the issue of "curriculum". Thus, one of the most important aspects of the issue is the comparison of Turkish and Syrian curriculums. This report has been prepared to serve as a basis for the comparison of Turkish and Syrian curriculums. For comparison, 1<sup>st</sup> – 4<sup>th</sup> grade Language-Grammar (Turkish vs Arabic), Mathematics, Life Sciences and English courses taught in Turkish education system and the curriculum used in TECs have been taken as basis.

This study has been divided into six sections. The first section gives the government policies and current state of access to education towards refugee education response. The second section explains the purpose of study. The third section provides the methodology. The fourth section provides the basic findings of comparison of 1<sup>st</sup>-4<sup>th</sup> grade Language- Grammar (Turkish vs Arabic), Mathematics, Life Sciences and English courses taught in the curriculum in

<sup>3</sup> <http://www.ineesite.org/en/minimum-standards> Minimum Standards for Education: Preparedness, Response, Recovery. New York: INEE, 2010

<sup>4</sup> MoNE Deputy Undersecretary Ercan Demirci. <http://www.meb.gov.tr/demirci-gemler-uc-yil-icinde-misyonunu-tamamlayacak/haber/11850/tr> 06.09.2016 16:58.

Turkish education system and Syrian curriculums in TECs. The fifth section provides the overall conclusions. The final section provides policy recommendations about curricula development and Syrian students' successfully transition to Turkish formal education. Recommendations have been structured based on, the Minimum Standards for Education (INEE MS), and specifically, Teaching & Learning and Education Policy components standards.

The purposes of this study have been to provide an evidence decision makers evaluate the current effects of refugee education response policies. Additionally, to support all related stakeholders on the integration- transition process, to inform them the quality curricula development components, and to serve as a guide to all education related stakeholders in understanding and responding to the needs of Syrian refugee students and their families.

In addition, it is hoped that this study serves as a guide to all national and international education actors around the world for improving curricula development mechanisms that can provide accessible and high quality education for refugees.

## Purpose of Study

Thorough assessment of Turkish and Syrian curriculums, compare both, identify gaps and advise which additional subjects Syrian students need to take to successfully transition to Turkish formal education.

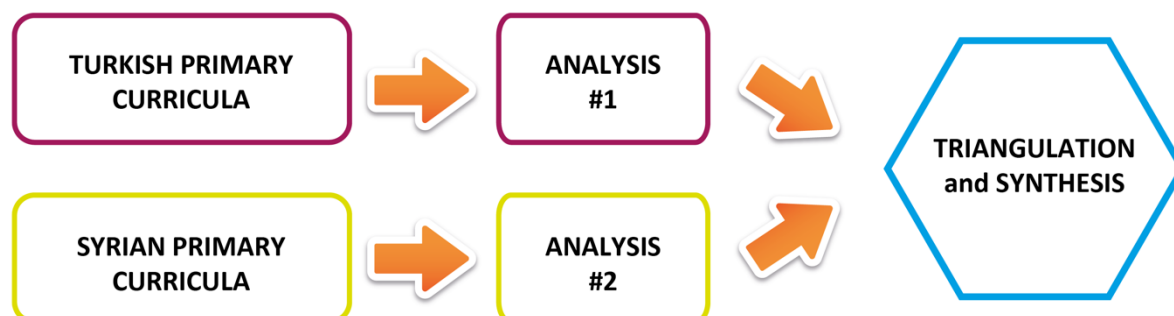
The study has three main sub goals: These are;

- Evaluate the Syrian and Turkish curriculums for minimum standards of learning,
- Evaluate the Syrian curriculum for strengths and gaps in comparison to the Turkish curriculum,
- Identify the subjects Syrian children need to take to successfully transition into Turkish formal education system (e.g., hours per subject, minimum topics within a subject that need to be covered etc.)

## Methodology

A mixed-method assessment used in this study. A few assessment methods systematically integrated at every stage of the assessment process usually drawing on data. Also included different data collection techniques such as reviews of existing Turkish – Syrian textbooks, desk review, key informant interviews, literature review.

In parallel combinations, methods are used separately and the findings are integrated after the data are analysed.



*Figure1: Parallel Combinations*

Two data sets (Turkey and Syrian primary schools' 1<sup>st</sup> – 4<sup>th</sup> grades curriculums) gathered using a mix of methods are analysed separately. The findings are triangulated mainly with the key informant interviews then synthesized, in the Finding Section #4.



## The data Gathering Process

For this study, several data gathering methods were applied, such as desk review, literature review, interviews with key informants, focus group discussions, content analysis of Turkish curriculum and Syrian curriculum in TECs. The consultant interviewed the school principals and teachers of 3 TECs and 3 Turkish schools as the key informants in Istanbul. Additionally, a mother focus group discussion was conducted in one of the TECs with parents.

## Curriculum Content Review-Comparison

A Structured curriculum review form was developed as a Curriculum Content Review-Comparison Tool and used for the comparison process. The curriculum content review form consists of 8 criteria; total course hours, weekly course hours, daily course hours, subjects and achievements in every course, measurement and evaluation methods, educational materials, educational methods and teacher competencies.

### Annex 1: Curriculum Content Review-Comparison Tool

Turkish primary school, 1<sup>st</sup> – 4<sup>th</sup> grades, Turkish Lesson, Mathematic Lesson, Life Science (Social Science) Lesson, and English Lesson curriculums were reviewed by a senior Turkish primary school teacher.

Syrian primary school, 1<sup>st</sup> – 4<sup>th</sup> grades, Arabic Lesson, Mathematic Lesson, Life Science, and English Lesson curriculums in TECs were reviewed by a senior Syrian primary school teacher.

Annex 2: Turkey Curriculum and Syrian in TECs Curriculum Achievements

## Triangulation and Synthesis Process

The filled in curriculum review forms for each lesson were discussed and confirmed separately with both Turkey and Syrian school headmasters and/ or some key informants. Then data synthesized and reported.

## Findings

In terms of Comparison of Turkish Curriculum and Syrian Curriculum in TECs, the overall findings are given below in two main titles; which are;

- a. Minimum standards of learning: Evaluation findings of Turkish curriculum and Syrian curriculum in TECs for minimum standards of learning;
- b. Syrian curriculum in TECs strengths and gaps: Evaluation findings of the Syrian curriculum in TECs for strengths and gaps in comparison to the Turkish curriculum.

### 1. Evaluation findings of the Syrian and Turkish curriculums for minimum standards of learning content

The minimum standards of 'learning content' refers to subject areas such as literacy, numeracy and social-emotional

skills.<sup>5</sup> Literacy and numeracy are among the most important life skills that schools (learning environments) teach. Literacy and numeracy skills are crucial to a human's ability to develop fully as an individual, to live a satisfying and rewarding life and to participate fully in the society.<sup>6</sup>

## Main findings of comparison of minimum standards of learning content

**Basic literacy:** Looking at the literacy programs in general, it is seen that depending on the educational program in Turkey, students completely read and write at the end of first grade. By the completion of the 4<sup>th</sup> grade, they are able to fully express themselves in writing using punctuation marks such as period, coma and question marks.

On the other hand, with the education program in Syria, first year students are not expected to reach complete literacy. Because the different structure of the Arabic alphabet does not allow this. This is a major difference. It is seen that usually the ability of the child to express him/herself in writing is deferred to subsequent grades, in other words to grades after 4<sup>th</sup> grade.

**Basic numeracy:** Looking at numeracy education programs in general, we see that the adopted approach in Turkey is the one that employs tangible-to-intangible-induction. Programs focus mainly on the development of the ability to read and write rather than focusing on numeracy skill.

After development of literacy skill, numeracy education gains more focus gradually in the subsequent grades. For example, for the math education programs in Turkey, the number of digits learned would increase parallel to increasing grades. This would be 20 arithmetic operations for the 1<sup>st</sup> grades (addition and subtraction), 2 digit numbers for 2<sup>nd</sup> grades, 3 digit numbers for 3<sup>rd</sup> grades, and 4 digit numbers for fourth grades.

It is seen that in Syria, intangible concepts are taught first and the adopted approach is deduction. It is noteworthy that the math curriculum in Syria focuses on giving too much math knowledge to early grade students. For instance, unlike in Turkey, the relationship between the number of digits taught and the grade shows that kids in Syria are taught three digit numbers in the second grade.

There's a different relationship between the grade and the number of digits taught. Another thing that is noteworthy is that in the second grade, kids are taught decimal fractions as an intangible concept as well and that creates a big difference too (This subject is taught to students after 4<sup>th</sup> grade in the Turkish education system).

**Basic life- social skills:** Looking at basic life skills and social skills in general, the life sciences course in Turkey focuses mostly on giving the child basic daily life skills such as following rules in general and at school, protecting oneself from danger, protecting one's health, and being able to tell his/her address and giving basic information about the kid and his/her family. Life sciences courses in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades and Social Sciences course in the 4<sup>th</sup> grade focus mostly on giving the child skills such as; ability to cooperate, recognize physical and personal traits, to internalize national and moral values, ability to think, judge and think in a unique way, to create solutions, to be tolerant, to act in a democratic manner, to empathise with others, to be patient, to show affection, to have feelings of patriotism, and to place importance on ethical values.

With the curriculum in Syria, life sciences subjects such as personality development, self-care and social relations are not covered until the 4<sup>th</sup> grade. Lack of such an educational realm in the curriculum in Syria is major shortcoming of

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<sup>5</sup> <http://www.ineesite.org/en/minimum-standards> Minimum Standards for Education: Preparedness, Response, Recovery. New York: INEE, 2010

<sup>6</sup> [https://www.education.ie/en/Publications/Policy-Reports/lit\\_num\\_strategy\\_full.pdf](https://www.education.ie/en/Publications/Policy-Reports/lit_num_strategy_full.pdf)

the education system. In other words, lack of a course in Syrian education program, that is equivalent of social sciences course, results in big differences in education of children in both countries.

## 2. Syrian curriculum in TECs strengths and gaps: Evaluation findings of the Syrian curriculum in TECs for strengths and gaps in comparison to the Turkish curriculum.

This section's findings firstly looks at the curricula development approach and process in Turkish Curricula and Syrian Curricula in TECs. Then, gives the structuring of the education system over the years from elementary school to high school. The following section explains the assessment of learning outcomes (achievements) for both curriculums; then gives the teaching and learning process in Turkish schools and in TECs. Finally, expounds the finding of curriculums of 1<sup>st</sup> – 4<sup>th</sup> grades course as comparative.

Overall findings are given below in five sub titles;

- Curricula Development Approach and Process; Turkish Schools and Syrian in TECs;
- Structuring of the education system over the years;
- Assessment of Learning Outcomes; 4.2.4 Instructions and Learning Process;
- Curricula 1<sup>st</sup> – 4<sup>th</sup> grades course, Language- Grammar, Life-Social-Science, English courses comparison findings

### 2.1 Curricula Development Approach and Process

*Curriculum development* is defined as planned, purposeful, progressive, and systematic process in order to create positive improvements in the educational system. Every time there are changes or developments happening around the world, the school curricula are affected. There is a need to update them in order to address society's needs.<sup>7</sup>

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<sup>7</sup> <http://simplyeducate.me/2014/12/13/the-meaning-and-importance-of-curriculum-development/>

## 2.1.1 Turkish Curricula Development Approach and Process

The constructivist primary education curricula approach has been embraced in Turkey since 2005.

Constructivist approach is defined as the focus tends to shift from the teacher to the students. The students are urged to be actively involved in their own process of learning. Students use inquiry methods to ask questions, investigate a topic, and use a variety of resources to find solutions and answers. As students explore the topic, they draw conclusions, and, as exploration continues, they revisit those conclusions. Exploration of questions leads to more questions. The classroom is no longer a place where the teacher ("expert") pours knowledge into passive students, who wait like empty vessels to be filled. In the constructivist model.<sup>8</sup>

### The Constructive Curriculum Approach in Turkish Curricula

The OECD in 2007, Reviews of National Policies for Education: Basic Education in Turkey Report narrates the details of constructive curricula development approaches in Turkish national curricula. The related details of it with this study are given below in the topics of the development background; the curriculum aims approaches; the teaching and learning approaches; the references of curriculum.

Curriculum development: In 2005, "Curriculum development" that was carried out according to national needs and values and also taking contemporary scientific and technical data and also the differing interests, wishes and capabilities of the students into account, 878 curricula for schools of all kinds and levels have been developed and put into practice.<sup>9</sup>

The curriculum aims approaches: The Turkish national constructivist primary curricula has different approaches, which are social approach, individual approach and economical approach, which are given below.<sup>10</sup>

Social approach; the curriculum aims at:

- Bringing up students as a member of a knowledge society in parallel with the changes and development in the world;
- Raising students who are conscious of their duties and responsibilities, and in harmony with their community;
- Bringing up individuals who are sensitive to the issues of importance for society;
- Bringing up individuals who are sensitive to the problems of handicapped and gifted students;
- Raising individuals who are aware of the fact that democracy entails a sense of mutual duty and responsibility among individuals, that individuals in a democracy have not only rights but also duties;
- Raising consciousness of basic human rights.

Individual approach the curriculum aims at:

- Accepting the fact that every student is a separate individual;
- Aiming at achieving personal happiness and pleasure of success in students;
- Providing guidelines for the future life of the student,
- Aiming to develop competencies in individuals which are necessary for our age;
- Giving priority to raise students as healthy individuals in terms of physical and psychological health;
- Giving priority to learning to learn;

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<sup>8</sup> [http://www.ucdoer.ie/index.php/Education\\_Theory/Constructivism\\_and\\_Social\\_Constructivism](http://www.ucdoer.ie/index.php/Education_Theory/Constructivism_and_Social_Constructivism)

<sup>9</sup> <https://www.oecd.org/education/school/39642601.pdf>

<sup>10</sup> *ibid.*

- Ensuring that all students receive the message that they are reliable individuals and transfer this message in to a life principle.

The teaching and learning approaches: Firstly, instead of teacher centered teaching model, a student centered teaching model was reflected in the new constructive educational programmes. Secondly, a new school model was adopted. In this regard schools are intended as learning organizations by self-monitoring, self-developing and following new innovations. In this sense for realizing transformation, the curricula are regarded as guidelines. The curricula are intended to develop in students:

- Intellectual learning skills such as reading, writing, speaking, listening, calculating, arithmetic, communication, observation, estimation and evaluation and using new information technologies;
- Capacity for thinking and reasoning through materials such as books, music, visual and performing art;
- Psycho-motor capacity and perception capacity.<sup>11</sup>

The reference base of the curricula: The curricula are based on the following:

- Take all the transformations and developments in the world as directive guidelines;
- Adopt EU standards and educational perspective of EU;
- Consider the identification of the current educational problems of our country, the evaluation and the outcomes of the achievements and failures

In Turkey, curriculum development is a continuous and ongoing process – as a journey. Work on improving the curriculum is underway. It is not possible to argue that the constructivist curriculum approach, which was adopted in 2005 in Turkey, can be implemented fully in practice in all parts of the country. While there are numerous reasons for this, the constructivist curriculum approach, which was adopted in 2005, is in the agenda as a roadmap to set the direction of the Turkish education system.

## Turkish Curriculum Development Process

Curriculum Development Process Curriculum development studies continue, in co-operation with the universities, on Turkish, Maths, Knowledge of Life, Social and Science for primary schools, and Turkish Language and Literature, Maths, Physics, Chemistry, Biology, History and Geography for secondary schools.

The curricula are being revised taking into account innovations in technology, the subject field, educational sciences and European Union standards. Specialized commissions were established, and needs analysis was conducted for the subjects in line with the opinions obtained in a democratic way from non-governmental organisations, universities, inspectors, administrators and teachers.

Within the context of “National Education Development Project” studies, reports measuring educational activities and exams, reports of TIMSS-R Test and Questionnaire<sup>12</sup> and PIRLS Project Test and Questionnaire<sup>14</sup> results were also used. The commission has been working on basic competencies that every student should have in the subject field, forming 12-year curriculum patterns (for primary and secondary education) conducting of skill analysis for each course, and forming concept maps and relation analysis between courses.

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<sup>11</sup> Ibid.

<sup>12</sup> TIMSS: The Trends in International Mathematics and Science Study (TIMSS) is a series of international assessments of the mathematics and science knowledge of students around the world. PIRLS: The Progress in International Reading Literacy Study (PIRLS) is a large international comparative study of the reading literacy of young students.

Materials suitable for education and training programmes and information technologies and guidebooks for teachers are prepared in line with the curriculum development studies.<sup>13</sup>

## Syrian Curricula in TECs Development Approach and Process

The Syrian Interim Government (SIG), adopted a revised curriculum to be taught in Syrian education centres in Turkey based on a circular issued by the Ministry of National Education in Turkey on September, 9th, 2014 concerning the education services provided for foreign students.

The utilized curricula in TECs was designed mostly (single-hand) by the Ministry of Education of the Syrian Interim Government (MoE SIG). Additionally, the Libyan curriculum which was taught in Syrian schools was abolished. Moreover, culturally sensitive subjects against Turkey modified by the Turkish Ministry of National Education (TR MoNE). SIG provides the schools with free textbooks.

UNICEF conducted a content analysis of the Education Commission's revised textbooks and found that the revisions were primarily of a pedagogical nature, followed by political and then religious changes. In total, more than 400 pedagogical changes were made, mostly in the Arabic, science and math textbooks; 119 political and 22 religious changes were also detected.

There was, however, a lack of consistency and coherence in the pedagogical changes made to each subject across the different grades. Although the changes in the science books promoted inquiry and critical thinking, the approach was not maintained consistently throughout the science textbooks and was not integrated in other textbooks, including history and social studies.

The Grades 1 and 2 Arabic textbooks were revised with an underpinning similar vision. It is notably that there was not a clear vision when revising the textbooks, also manifested in the absence of a mission or an overall statement to underpin the revision. The subject of national education was removed from the curriculum.<sup>14</sup>

The Syrian curriculum taught at the Temporary Education Centres emerged from an urgent necessity. It was developed in a short period of time in order to "meet the urgent educational needs" of Syrian refugee students. Due to time pressure and extraordinary conditions, curriculum development processes couldn't be implemented fully. The education program does not possess a curriculum approach in that sense. In addition, the pilot implementation of this newly developed curriculum and the improvement processes have been skipped as well.

Accordingly, it is not possible to compare the curriculum development approach and curriculum development processes for Syrian curriculum applied at TECs and the curriculum development approach and curriculum development processes for the Turkish primary school curriculum.

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<sup>13</sup> <https://www.oecd.org/education/school/39642601.pdf>

<sup>14</sup> [http://www.ooscimena.org/uploads/1/wysiwyg/150527\\_CAC\\_for\\_Syrian\\_children\\_report\\_final.pdf](http://www.ooscimena.org/uploads/1/wysiwyg/150527_CAC_for_Syrian_children_report_final.pdf)



## 2.2 Structuring of the Education System over the Years

Structuring of education system over the years indicates the program duration. It determines the number of years of compulsory education: governments have great control over what is taught in its schools and over the requirements that a student must meet, and it is also responsible for the funding of schooling.

The major difference is that number of years to complete elementary school, middle school and high school are arranged differently in both systems.

With the changes in legislation that took effect starting from the 2012-2013 school year in Turkey, 12-year compulsory gradual education system was adopted instead of the 8-year uninterrupted compulsory primary education. The education system which was divided into 3 levels like 4+4+4 was arranged as follows: first level is 4-year primary school, second level is 4-year middle school and third level is 4-year high school. The new legislation gives the option to establish primary school, middle school and high school combined or separately. In Turkey, the same teacher teaches the same class until 4th grade. After the 4<sup>th</sup> year, every course is taught by the specific teacher of that course. Starting from 2<sup>nd</sup> grade, English course is given by the English teacher.

In Syria, the education system comprises three levels like 6+3+3. First 6 years are compulsory education. There's no requirement that a single teacher teaches the same class up to a certain grade. A different teacher is appointed to a different class every year.

## 2.3 Assessment of Learning Outcomes

There is no exam in the first 3 grades in Turkey and the dominant approach is that 'every student can learn'.

Teachers administer examinations in practice but these exams don't determine whether or not a student will pass a class. Starting with the 4th grade, exams prepared by teachers of every course branch are administered in a standard manner in each school. In other words, is a standardized test; the test in which the same test is given in the same manner to all students.

At the Syrian schools in TEC, there are written and oral examinations. In general, classroom teacher administers one written and one oral examination in every semester. At the end of the semester, one written examination is administered across the whole school. And class-passing grade is the average of the grades from the 1st and 2nd semesters.

The interviews made with school administrators and families have revealed that the examinations at TECs are not administered in a standard fashion. Both the exam content and the number of exams vary.

## Measurements and Evaluation

At first glance (in theory), there's not much difference between Turkish schools and TECs in terms of the measurements and evaluation methods. Following are the methods cited as being used in both systems: multiple-choice test, true false, fill-in-the-blanks, open ended question, and homework. It was found that student presentations and classroom participation are less frequent at TECs. In addition, it was found that due to lack of sufficient materials for students, performance task practices, such as model preparation, home works need stationary, remains materials almost never take place.

## 2.4 Teaching and Learning Process

Below are the issues related to teaching and learning process at Turkish schools and Syrian schools of TECs.

**Language of education used at Turkish schools is Turkish and the curriculum has been classified into grades based on students' ages.** Naturally and to a great extent, requirements related to language, culture, capacities and needs of learners' issues are met.

While the language of education at Syrian schools of TECs is Arabic, it is not possible to argue that the current curriculum content meets capacities and needs of learners. Notably, the revised Syrian curriculum was not adapted to the new situation of displacement that Syrian children abroad were living, and it did not integrate any life skills, or psychosocial programme.

In addition, it's been stated that classrooms at certain TECs are very crowded and there are students of different age groups (grades) and this hampers classroom teaching.

**The most obvious issue regarding teaching methods is observed especially in relation to class management.** At Turkish schools, teachers receive on-the-job trainings regarding class management on a regular basis. And we can argue that progress has been made in practice in this area as well. Corporal punishment is banned in Turkish education system.

There are administrative sanctions in place for any teacher that reverts to corporal punishment. And the families and the society in general are very sensitive about this issue.

On the other hand, at the Syrian schools of TECs, corporal punishment is seen as a class management and discipline tool. Teachers, administrators and families share a common view regarding the use of corporal punishment. They don't perceive it as a problem.

## 2.5 Curricula: Courses Comparison Findings were given (Several Criteria)

The findings are given below were defined based on the Curriculum Review Tool comparison criteria and the reflections of key informants. Annex 1: Curriculum Review Tool

Below is a detailed comparison of 1st-4th grade Language-Grammar (Turkish vs Arabic), Mathematics, Life Sciences and English courses based on these two criteria. Significant differences have been observed between Turkish schools and Syrian-in TECs education systems regarding these two issues; a. Total and weekly course hours and b. subjects and achievements for each course.

### 2.5.1 Turkish- Arabic Language (Grammar) course

The language (grammar) course means that Turkish language in Turkish schools and Arabic language in TECs. Turkish- Arabic language courses shows major differences between the education programs in Turkey and in TECs for Syrian children, in terms of the total course hours and in terms of grades-contents (subject, achievements).

#### a. In terms of total course hours

- There is a significant difference in terms of total number of weeks and total weekly course hours between the *in Turkish and Syrian in TECs*.
- While the curriculum is spread over 36 weeks in the Turkish curriculum, total number of weeks at TECs is 30.

- While the total course hours allotted for Language course in the 1st, 2nd, 3rd and 4th grade in the Turkish curriculum is 1296, this figure is only 720 at TECs (Total number of course hours in the Turkish curriculum is around two times that in TECs).

COURSE		NUMBER OF WEEKS		WEEKLY COURSE HOURS		TOTAL COURSE HOURS	
	GRADE	TURKEY	TECs	TURKEY	TECs	TURKEY	TECs
Language	1 <sup>st</sup> Grade	36	30	10	6	360	180
Language	2 <sup>nd</sup> Grade	36	30	10	6	360	180
Language	3 <sup>rd</sup> Grade	36	30	8	6	288	180
Language	4 <sup>th</sup> Grade	36	30	8	6	288	180

*Table 2. Distribution of total course hours for Language course in Turkish curriculum and Syrian curriculum in TECs*

#### **b. Based on class-content (subject, achievements)**

- In the Turkish curriculum and the Syrian curriculum at TECs, two different languages and alphabets are used in terms of grammar. In Turkey, Turkish language education is using the Latin alphabet. And at TECs, Arabic language education is given using the Arabic alphabet.
- In language education, the major difference in terms of approach regarding subjects and achievements are related to ‘complete literacy expectation’ and its period.
- In Turkey, depending on the education program, children gain complete reading-writing skills during the first grade. On the other hand, in the Syrian curriculum, first year students are not expected to gain complete literacy. Because the Arabic alphabet doesn’t allow for that. In the Arabic alphabet, every letter has 5 different forms and 8 different sounds. So the students first have to learn the letters. In the Syrian curriculum, children gain ‘average reading-writing skills’ during the third grade.
- In the Language courses in Turkey, students first learn letters then words and then sentences. The total period allotted by the Ministry of National Education (MoNE) for complete literacy is 4 months. However, students usually can gain complete literacy within the first 3 months. And with the education curriculum in Syria, students may not gain complete literacy on their own even at the end of 6th grade<sup>x</sup>. Because of the presence of a wide range of tense suffixes in Arabic and because the content of verbs are determined using symbols, students have to do heavy memorization. And this prolongs the time it takes to gain complete literacy.

### **2.5.2 Mathematics course**

Mathematics Course shows major differences between the elementary education programs in Turkey and in TECs for Syrian children, in terms of the total number of course hours and in terms of classes-contents (subject, gains).

#### **a. Based on total course hours**

- There’s a significant difference in terms of total number of weeks and total weekly course hours between the Syrian and Turkish curriculum.
- While the curriculum is spread over 36 weeks in the Turkish curriculum, total number of weeks at TECs is 30.

- While the total course hours allotted for mathematics course in the 1st, 2nd, 3rd and 4th grade in the Turkish curriculum is 720, this figure is 600 at TECs (Total number of course hours at TECs is around 17% less than that in the Turkish curriculum).

COURSE		NUMBER OF WEEKS		WEEKLY COURSE HOURS		TOTAL COURSE HOURS	
	GRADE	TURKEY	TECs	TURKEY	TECs	TURKEY	TECs
Mathematics	1 <sup>st</sup> Grade	36	30	5	5	180	150
Mathematics	2 <sup>nd</sup> Grade	36	30	5	5	180	150
Mathematics	3 <sup>rd</sup> Grade	36	30	5	5	180	150
Mathematics	4 <sup>th</sup> Grade	36	30	5	5	180	150

*Table 3. Distribution of total course hours for Mathematics course in Turkish curriculum and Syrian curriculum in TECs*

#### **b. Based on class-content (subject, achievements)**

It is noteworthy that in early grades in the Syrian mathematics curriculum, kids are given a heavy math education. On the other hand, in Turkish curriculum, math knowledge is given over time and only in the 4th grade the two curriculums match.

Some issues worth mentioning about the Math course are given below:

- There are major differences in terms of teaching of class and number digits between the two curriculums. In Turkish math curriculum, as the grades increase, number of digits taught increases as well. In the first grade, 20 algebra operations are taught (addition and subtraction), in the 2nd grade algebra operations with two digit numbers, in the 3rd grade algebra operations with three digit numbers, and in the 4th grade algebra operations with two digit numbers are taught. On the other hand, in the Syrian curriculum taught at TECs, with regard to the relationship between the grade and digits taught, we can say that unlike the curriculum in Turkey, algebra operations with 3 digit numbers are taught in the 2nd grade.
- In the Syrian math curriculum taught at TECs, there's an approach that is based on a transition from intangible concepts to tangible concepts. Another difference of Syrian curriculum of TECs that is noteworthy and creates a big difference is that in the 2nd grade kids are taught decimal fractions and operations with numbers with decimal places. Use of decimal fractions and numbers with decimal places are intangible concepts; they are taught in the 2nd grade at TECs. Decimal fractions and numbers with decimal places are taught after the 4th grade in the Turkish curriculum.
- Looking at the Math curriculum in general, it is seen that in Turkey, the approach of transition from tangible to intangible and geometry course subjects is applied in the early grades. Even during pre-school education, kids are taught about the difference between a circle and circular region. However, in the Syrian curriculum geometry subjects are not give heavy weight in the early grades, and they are taught mostly in the 4th grade.

Below are some examples as to how the math subjects are taught in Turkish curriculum and Syrian curriculum in TECs in different grades:

#### **1st grade**

- In TECs there is no measurement teaching but there's time measurement teaching.
- In TECs there is addition and subtraction using two digit numbers but it's not the case in Turkish schools.
- They teach numbers in the first grade and increase it gradually with higher grades.

### 2nd grade

- Addition and subtraction with 3 digit numbers is taught in second grade in TECs while it is taught in 3rd grade in Turkish schools.
- Multiplication table is taught only for numbers between 1 and 10 in TECs. It starts in the 3rd grade in Turkish schools.
- Decimal fractions and use of numbers with decimal places are taught in TECs. These are taught in 4th grade in Turkish schools.
- In TECs, geometry course subjects are not covered in the 2nd grade.

### 3rd grade

- 4 digit numbers are taught. They are taught in 4th grade in Turkish schools.
- Circumference measurement is taught under the topic of materials engineering. It is taught in 3rd and 4th grade in Turkish schools.
- Algebra rules are not taught in Turkish schools. In the new curriculum that is adopted via gradual transition, they are taught as patterns in the first grade.

### 4th grade

- In TECs, there is line graphics; it's not the case in Turkish schools.
- In TECs, geometry subjects are given in detail in the 4th grade. And in Turkish schools, geometric shapes are taught during pre-school education and then new subjects are added in every new grade.

## 2.5.3 Life Sciences-Social Sciences and Science Course

Life Sciences-Social Sciences and Science Courses show major differences between the primary education programs in Turkish schools and in TECs for Syrian children, in terms of the a. total number of course hours, b. in terms of classes-contents (subject, achievements). The above-mentioned differences and gaps have been analysed under two main topics below.

### a. In terms of total number of course hours

- In Turkey, Life Sciences course is taught in grades 1-3. Life Sciences course ends in the 4th grade. On the other hand, in the Syrian curriculum, it continues in the 4th grade as well.
- In the Turkish curriculum, social sciences course is taught starting from the 4th grade. Social Sciences course is not covered by the curriculum in TECs.
- There's a significant difference in terms of total number of weeks and total weekly course hours between the Syrian and Turkish curriculum.
- While the curriculum is spread over 36 weeks in the Turkish curriculum, total number of weeks at TECs is 30.

- While the total course hours allotted for life sciences course in the 1st, 2nd, 3rd and 4th grade in the Turkish curriculum is 396, this figure is only 180 at TECs (Total number of course hours in the Turkish curriculum is around 2.5 times that in TECs).
- While the total number of course hours allotted for social sciences course in the Turkish curriculum in the 4th grade is 108, this figure is 0 at TECs and there's no social sciences course.

COURSE	GRADE	NUMBER OF WEEKS		WEEKLY COURSE HOURS		TOTAL COURSE HOURS	
		TURKEY	TECs	TURKEY	TECs	TURKEY	TECs
Life Sciences	1 <sup>st</sup> Grade	36	30	4	2	144	60
Life Sciences	2 <sup>nd</sup> Grade	36	30	4	2	144	60
Life Sciences	3 <sup>rd</sup> Grade	36	30	3	2	108	60
Life Sciences	4 <sup>th</sup> Grade	N/A	30	N/A	2	N/A	60
Social Sciences	4 <sup>th</sup> Grade	36	N/A	3	N/A	108	N/A

Table 4. Distribution of total course hours for Life Sciences and Social Sciences courses in Turkish curriculum and Syrian curriculum in TECs

- In Turkish curriculum, Science course starts in 3rd and 4th grades. On the other hand in the Syrian curriculum, there's no separate course titled Science Course in 1st-4th grades (including 5th grade).
- While the total course hours allotted for Science course in the Turkish curriculum in 3rd and 4th grades is 216, this figure is 0 at TECs and there's no Science course.

COURSE	GRADE	NUMBER OF WEEKS		WEEKLY COURSE HOURS		TOTAL COURSE HOURS	
		TURKEY	TECs	TURKEY	TECs	TURKEY	TECs
Science	3 <sup>rd</sup> Grade	36	N/A	3	N/A	108	N/A
Science	4 <sup>th</sup> Grade	36	N/A	3	N/A	108	N/A

Table 5. Distribution of total course hours for Science course in Turkish curriculum and Syrian curriculum in TECs

#### b. Based on class-content (subject, achievements)

##### Life Sciences and Social Sciences

- In TECs, Life Sciences course is taught in 1st-4th grades. However, in the course taught under the Life Sciences course title in Syrian curriculum, course subjects taught in Science courses in Turkish are actually taught.
- In Turkish schools, Life Sciences course is taught in 1st-3rd grades. Life Sciences course ends in 4th grade. Starting from 4th grade Social Sciences course is taught.
- In this regard, it is not possible to make a comparative evaluation of Life Sciences course taught in Turkish schools and Life Sciences course taught in TECs.

##### Science course



- In Turkish curriculum, Science course starts in 3rd and 4th grades. On the other hand, in TECs, there's no separate course titled Science Course in 1st-4th grades (including 5th grade).
- In TECs, Science course subjects taught under Life Sciences course. Thus, it is not possible to make a comparison.

Annex 2.1: Comparison of Life Sciences course in TECs and Science course in Turkey.

Gaps in terms of course content of Life Sciences and Social Sciences courses in the Syrian curriculum in TECs can be summarized as follows:

- In Turkish schools, Life Sciences Course taught in 1st, 2nd and 3rd grades cover subjects such as personality development, self-care, and social relations.
- Lack of such a separate course area in Syrian curriculum in TECs indicates a gap in the Syrian curriculum compared to Turkish curriculum. This gap may result in kids lagging behind in terms of numerous subjects such as personality development, self-care and social relations.
- The Social Sciences course taught in 4th grade in Turkey, focuses mostly on giving the child skills such as; ability to cooperate, recognize physical and personal traits, to internalize national and moral values, ability to think, judge and think in a unique way, to create solutions, to be tolerant, to act in a democratic manner, to emphasize with others, to be patient, to show affection, to have feelings of patriotism, and to place importance on ethical values.

## 2.5.4 English Course

The differences between the two curriculums and gaps have been reviewed under two topics below.

### a. Based on total course hours

- Total number of weeks of education is 30 weeks in the Syrian curriculum used at TECs. For the Turkish curriculum, this period is 36 weeks. Nevertheless, there's a significant difference favouring the Turkish curriculum, between the two curriculums in terms of English course.
- While the total course hours allotted for English course taught in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades in the Syrian curriculum at TECs is 300 hours, this figure is 216 hours for the Turkish curriculum.
- English course is not taught in the 1<sup>st</sup> grade Turkish primary education curriculum (Total number of English courses in the Turkish curriculum is around 30% less than the number of English course hours at TECs.)

COURSE	GRADE	NUMBER OF WEEKS		WEEKLY COURSE HOURS		TOTAL COURSE HOURS	
		TURKEY	TECs	TURKEY	TECs	TURKEY	TECs
English	1 <sup>st</sup> Grade	N/A	3	N/A	30	N/A	90
English	2 <sup>nd</sup> Grade	2	2	36	30	72	60
English	3 <sup>rd</sup> Grade	2	2	36	30	72	60
English	4 <sup>th</sup> Grade	2	3	36	30	72	90

Table 6. Distribution of total course hours for English course in Turkish curriculum and Syrian curriculum in TECs

### b. Based on class-content (subject, achievements)

- Major difference in terms of approach regarding subjects and gains in English education is that in the English education in Syrian curriculum applied at TECs, induction approach has been adopted, which features a transition from letters-numbers to words and to sentences (just as in teaching reading and writing). On the other hand, in the English education of Turkish primary school curriculum, the adopted method is deduction-word teaching method.
- The gains in the Syrian curriculum at TECs are related to speaking and starting a dialogue in English. On the other hand, in the English education of Turkish primary school, gains are related to teaching vocabulary and memorizing sentence patterns.
- Below are some points that are actively and significantly emphasized in the English education in Syrian curriculum at TECs. (These points are not emphasized in the same way in the Turkish curriculum)
  - It is noteworthy that in the 3rd grade, the teaching of numbers in English education is parallel to teaching of the concept of numbers taught in the math course. Three digit numbers are taught both in math course and in English course (counts in English up to 200).
  - In the 3rd grade, emphasis is on reading. Students are encouraged to read stories.
  - In the 3rd grade the emphasis is also on “dictation” (writes short sentences given in English)
  - In the 4th grade emphasis is on writing. Gains set for this grade are writing short stories, and writing answers to questions.
- In the primary school English curriculum in Turkey, in the 4th grade, English education is given based on vocabulary and sentence patterns. Gains set for this grade are learning vocabulary related to for example seasons, clothes, food, drinks etc. and memorizing sentence patterns.
  - It is noteworthy that in the English education in the primary school curriculum in Turkey, the gains – expectations from the student – have been kept at minimum or are insufficient.

## Conclusions

### About the current Syrian curricula in TECs

- Syrian refugee children who access to the education face many problems in making the transition to education in Turkey.
- Language problems are obvious, especially for students seeking access to public schools.
- Syrian refugee children face additional challenges in adapting to a new curriculum, such as the textbooks has not a clear vision, some vital life skills are not available in it, the overall curriculum has not a pedagogical background.
- The current Syrian curricula in TECs perform a vital service in the short term by providing at least rudimentary instruction for Syrian refugee students, keeping up Arabic academic skills.
- The current Syrian curricula in TECs does not possess a curriculum approach in that sense.
- In addition, the pilot implementation of this newly developed curriculum (Syrian curricula in TECs) and the improvement processes have been skipped as well.
- Some vital life skills knowledge topics in the Turkish curriculum that do not exist in the Syrian curriculum.
- There are very limited defined achievements for developing social and individual development of students in the current Syrian curricula in TECs
- Notably, the revised Syrian curriculum was not adapted to the new situation of displacement that Syrian children out of country (Syria) were living, and it did not integrate any life skills, citizenship education<sup>15</sup>, DRR content, such as, self-protection, mine risk education or psychosocial programme.
- Syrian families and educators state that they have not been informed about the decision of mandatory enrolment in Turkish schools, when starting from the 1st grade in the school year of 2016-2017. They expressed their concerns during the key informant discussions and focus group discussions.

### As to the Turkish curriculum

Numerous curriculum improvement initiatives have been started over the years in the Turkish educational system, including those related to EU compliance criteria. In addition, it is not possible to argue that the Turkish education system and the curriculum are flawless.

For instance, the major criticisms regarding the Turkish education curriculum are as follows:

- The curriculum is configured independently and separate from the major components of education. Especially in the implementation stage, the issue of whether or not the other components of education such as teacher and teaching-learning environments are ready or appropriate for such a practice, was ignored.
- The new curriculum that aims make the student more active aims to take care of every student personally and to educate students with varying learning skill levels using different educational methods.
- This is the ideal approach. However, for this approach, which is ideal in the theoretical sense, to yield ideal results in practice as well, both the implementer (teacher) and the implementation environment (school/classroom environment) should be prepared for this approach. A great number of teachers are not equipped enough for this approach.
- Education system in Turkey has a hierarchical structure starting from pre-school education up to graduate education. However, it doesn't function as a system with components that are mutually supportive or related.

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<sup>15</sup> *Citizenship education is a means of preventing violence and bullying among children, fostering social cohesion, addressing risks of radicalization, and preparing children and young people to engage in future transitions to peace and reconstruction. It is also an essential component of the quality and relevance of education and represents a key area that contributes in bridging education, human rights and sustainable development*  
[http://www.oasce.org/uploads/1/wysiwyg/160128\\_UNICEF\\_MENARO\\_Syria\\_policy\\_paper\\_final.pdf](http://www.oasce.org/uploads/1/wysiwyg/160128_UNICEF_MENARO_Syria_policy_paper_final.pdf)

- Central examinations are crucial in Turkey to pass the next step in education. And the parents' perception is the same. They place emphasis on the central examination system when they evaluate the teachers and the school system. This is also the reason behind the failure to effectively develop a curriculum that was developed with a constructive approach, assigns a guide and facilitator role to the teacher, and emphasizes the student and creativity

As a result, Turkish education system continues to work on improvement-development initiatives based on its own structural problems.

In this regard, the issue of integration of Syrian students into the Turkish national education system can be seen as an opportunity for the analysis and prioritization of existing structural problems and for developing solutions.

As stated in the INEE MS Handbook(2010): Emergencies may offer opportunities for improving curricula, teacher training, professional development and support, instruction and learning processes and assessment of learning outcomes so that education is relevant, supportive and protective for learners. Important decisions may need to be made about the type of curriculum offered and the focus of learning priorities. Education about human rights and education for peace and democratic citizenship should be emphasized.

## Recommendations

Recommendations for Syrian children need to take to successfully transition into Turkish formal education system are discussed below based on the INEE MS.

Recommendations have been structured based on, the INEE, Specifically-Teaching & Learning and Education Policy components standards.

The recommendations in the section are limited to the transition of Syrian students to the Turkish formal education system. Below are some recommendations regarding what kind of a curriculum should be adopted. Then, recommendations regarding curriculum implementation are given.

### What kind a Curriculum?

Maintain the identity of Syrian children through the provision of curricula in Arabic in line with Turkish qualification standards in addition to Turkish curricula. Promote safe learning environments, strengthen psychosocial support in education and expand life skills programmes. Provide mentoring and continuous professional development for teachers, school coordinators, Turkish teachers and Syrian volunteers<sup>18</sup>.

**The specification of such a Curricula are given below.**

#### 1. An Integrated and Inclusive curriculum

**Fact:** It is seen that Syrian refugee children can be divided into five main groups based on their educational needs in terms of formal education.

- First group comprises the kids that will continue their education at Turkish schools in the coming school year and in the following years.
- The second group comprises the children that are currently enrolled at Turkish schools.

- c. The third group comprises the children that are currently at the Temporary Education Centres.
- d. The fourth group comprises children that had to suspend their education but still want to continue their education.

Additionally, although it is not directly related with the curriculum issue;

- e. The fifth group comprises the children that have school connection but they are at risk, such as working children, children with disabilities, unaccompanied children, children in violence. The group that should be dealt with using the inclusive child protection approach, such as providing catch up classes, closely following up each student's achievements in each course, providing a mentor for the student in strong risk.

The curricula is the main part of teaching and learning component. The constructive curricula responds the needs of all children, including the children at risk.

**Recommendation:** *All initiatives related to curriculum development and related work should be carried out in an integrated and inclusive fashion. Thus, the above-mentioned groups should be taken into account in curriculum development initiatives.*

## Certification and Accreditation

Fact: While the Turkish curriculum is recognized by Turkish authorities and international authorities, a curriculum like the **Syrian curriculum in TECs wouldn't have accreditation at the international level.**

**Recommendation:** *As part of the curriculum development work, it is important to develop a certification and accreditation system that is recognized by Turkish authorities (and by Syrian authorities if possible).*

**Recommendation:** *It is important to work in cooperation with Syrian educators in the area of learning assessment as part of the curriculum development work. In this regard, it is important to develop*

## Flexible Curriculum Development

Fact: It is questionable that both Turkish curriculum and the curriculum in TECs have sufficient level of flexibility for different situations. It is important that the curriculum offers sufficient flexibility in terms of transition between different education options. For instance, informal education, occupational training etc. The situation where the student might decide to return to his/her country in the future. In addition, the presence of flexibility criteria such as being fit for mingling with and integrating into Turkish society.

**Recommendation:** *It is important to develop a flexible curriculum. It should be a curriculum that is open to different education options, takes into account the possibility of the student to return to his/her country in the future and allows the student to mingle with and integrate into Turkish society.*

**Recommendation:** *It is important that the gaps that came up as a result of the curriculum content analysis should be taken into consideration and resolved with a participatory and constructive approach. For this purpose, it would be beneficial to hold 'research conferences' involving related stakeholders; especially Syrian expert educators (school principals and teachers) and to report the outcomes of the conferences. It is important that the reports in question are taken into account during the curriculum development processes.*

A curriculum that is accepted by Syrian educators, families and the civil society

**Fact:** It is clear that the Syrian curriculum used at TECs should be updated urgently. The fact that the existing curriculum has completed its mission is indicated by Syrian educators and civil society as well.

**Recommendation:** Curriculum development initiative should be structured in a manner that would satisfy Syrians as well and the quality and appropriateness of the curriculum and its content should be recognized by the educators and the civil society as well.

**Recommendation:** According to INEE MS (page XX), in refugee situations, curricula should ideally be acceptable in both the country of origin and the host country. This requires substantial level of cooperation between education experts on both sides. INEE MS presents the key actions for developing of curricula in refugee situations.

## Sustainability and Resilience

**Fact:** There are many actors regarding curricula development, such as the Syrian Government, Syrian Opposition Coalition and the Syrian Education Commission based in Turkey are developing textbooks and examinations for other contexts, including Iraq (KRG) and opposition-controlled areas in Syria.

**Recommendation:** The education related NGOs-platforms operating in Turkey that were established by Syrian educators follow the educational processes closely and make recommendations. It is important that mechanisms that will emphasize and place importance on the views of these educators that are part of this initiative.

**Recommendation:** Turkey's assertive facilitation is needed for a sustainable and resilience curriculum development.

*This needs a clear and common framework is developed for the use of the revised Syrian curriculum. Turkey is in a critical position for developing a strategic road map regarding the issue is that what changes are to be made, how and by whom with a participatory approach.*

## Curriculum Implementation (Schooling and Curriculum)

**Fact:** There are four main groups based on their educational needs in terms of formal education. Every group is urgently in need of a curriculum and schooling that matches its needs and features.

### Education Cannot Wait!

Table below provides information regarding schooling and curriculum structure that matches the needs and features of every group for the transition of these groups to Turkish national education system.

- a. First group comprises the kids that will continue their education at Turkish schools in the coming school year and in the following years.
- b. The second group comprises the children that are currently enrolled at Turkish schools.
- c. The third group comprises the children that are currently at the Temporary Education Centres.
- d. The fourth group comprises children that had to suspend their education but still want to continue their education.



Finally,

There are things to be done by every stakeholder in order to find a solution to the problem. All stakeholders should question to what extent every decision they make for the education of Syrian kids, or every financial resource they use serves this purpose.

- Governments should develop evidence-based policies instead of using experimental and palliative practices. Programs developed and the implementation models should go through pilot tests and be improved before being implemented before being used at larger scale.
- Syrian Coalition-Interim Government should develop education curriculums in cooperation and in a participatory manner with education administrators (TEC administrators), teachers, families, and education-related NGOs.

UN organizations and international NGOs should support and provide guidance for efforts for development of programs within the framework of Child Protection standards.

INEE MS states that the curricula development in refugee situations is a complex process and should be carried out by accepted and appropriate education authorities from both sides. In refugee situations, curricula should ideally be acceptable in both the country of origin and the host country. This requires substantial level of cooperation between education experts on both sides.

# Comparative Assessment

## TARGET GROUPS for the SCHOOLING and the CURRICULUM INTERVENTION

Groups that are in need of schooling	Education type	Age	Curricula	
			Concerns	Actions Content - Teachers
<b>a. The kids that will continue their education at Turkish schools in the coming school year and in the following years.</b>	Pre-School education for Syrian refugees  Duration: 1 year	66 months 5.5 age	<p>The pre-school training curricula in both Arabic and Turkish language are acceptable for parents.</p> <p>There is not a big concern from parents and Syrian educators regarding the pre-school curricula's content and it is in Turkish language –when a Syrian co-teacher is in the classroom.</p>	<ul style="list-style-type: none"> <li>Turkish pre-school education program adapted to Syrian culture.</li> <li>Latin alphabet is used in curriculum books. For basic concepts, Turkish-Arabic words and short sentences are given in on every page.</li> <li>Songs and game activities in Arabic</li> </ul> <p><b>Educators:</b></p> <ul style="list-style-type: none"> <li>Co-teaching is provided in the classroom.</li> <li>Turkish and Syrian co teachers are assigned.</li> </ul>
<b>b. The second group comprises the children that are currently enrolled at Turkish schools.</b>	TEC education Expected duration: 3+3+3	Over 78 months 6.5 age	<p>There is a <i>big</i> concern from parents and Syrian educators regarding the current primary school curricula's content and it is in Turkish language –with Turkish teachers.</p> <p>Syrian parents and educators stated that since the TEC was not an option for Syrian kids by Sept.2016 that was expected that some parents would not send the kids to Turkish government schools.</p>	<ul style="list-style-type: none"> <li>Inform the Syrian teachers and TEC school principals about government's decision as to mandatory enrolment of Syrian students in Turkish schools starting from first grade.</li> <li>Obtain Syrian families' support in persuading their children to be enrolled in Turkish schools.</li> <li>Explain the existing curriculum and the curriculum to be implemented in the coming years – and especially clarify the Arabic course issue.</li> </ul>

<p><b>c. The third group comprises the children that are currently at the Temporary Education Centers.</b></p>	<p>TECs</p>	<p>Several 7-17 aged</p>	<p>. Syrian families and educators are highly concerned that no new student enrolment will be allowed at TECs starting from 1<sup>st</sup> grade.</p> <p>They believe that TECs will be closed.</p> <p>. They ask questions like “What will happen to students enrolled at TECs?” or “What will happen to the teachers and administrators at TECs?”.</p> <p>And their own answers to these questions is that both students and educators at TEC will be excluded from the system.</p>	<p>. Inform Syrian students and TEC school principals about the future of TECs. Obtain the support of educators at TECs in persuading Syrian families not to withdraw their kids from TECs.</p> <p>. Create, develop and announce the equivalency exams for inclusion of TEC students in Turkish education system.</p> <p>Determine and announce the scope of the equivalency exams urgently and announce.</p>
<p><b>d. The fourth group comprises children that had to suspend their education but still want to continue their education.</b></p>	<p>Accelerated learning program (ALP) in formal schools (TECs or Turkish schools)</p>	<p>7-17 aged who have been out of school for more than two years</p>	<p>There is a serious concern in both Turkish society (host community) and the Syrian society that these kids may end up as a lost generation.</p>	<p>Two options: Immediate option:</p> <p>. Encourage TECs for conducting an ALP with condensed version of the Syrian curriculum, allowing children reintegrate into public education.</p> <p>. Support the TECs that currently implement an Accelerated learning program (ALP). Organize information-experience sharing workshops for administrators and teachers that implement ALP.</p> <p>Support the standardization initiative for ALP curriculum, which is known to be diverse in terms of content.</p> <p>Medium term option: Develop an ALP with condensed version of the Turkish curriculum (aligned with Syrian curriculum), allowing children reintegrate into public education</p>

*Table 7. Target groups for the schooling and the curriculum interventions*

# Comparative Assessment

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# Annexes

Annex 1: Curriculum Content Review Tool

Annex 2: Turkey Curriculum and Syrian Curriculum in TECs Achievements

(1st – 4th Grades Grammar, Mathematics, Life- Social Science/ Science, English Courses)



# ANNEXES

## ASSESSMENT of COMPARISON of TURKISH CURRICULUM and SYRIAN CURRICULUM in TEMPORARY EDUCATION CENTERS (TECs)

1st – 4th Grades

Grammar, Mathematics, Life- Social Science/ Science, English Courses



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# **ANNEX 1: CURRICULUM CONTENT REVIEW TOOL**



# ANNEX 1: CURRICULUM CONTENT REVIEW TOOL

	TURKEY	SYRIA
LESSON:		
GRADE:		
1.Weekly Lesson Hours		
2.Total Weeks		
3.Total Lesson Hours		
4.Main Achievements and Subjects		
5.Education Materials		
6.Education Methods		
7.Measurement and Evaluation		





# **ANNEX 2: TURKEY CURRICULUM and SYRIAN CURRICULUM in TECs ACHIEVEMENTS**

**1st – 4th Grades**

**Grammar, Mathematics, Life- Social Science/ Science, English Courses**

**GRAMMAR**

	TURKEY	SYRIA
1.Weekly Lesson Hours	10	6
2.Total Weeks	36	30
3.Total Lesson Hours	360	180
4.Main Achievements and Subjects	<p><b>1- VERBAL COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Creates sentences pursuant to the level</li> <li>Defines people, places and events. Expresses his/her feelings and opinions about them</li> <li>Tells events in order</li> <li>Recognizes and distinguishes emphasized sound when they listen, matches words, syllables with pictures</li> <li>Listens text</li> <li>Follows and applies instruction that he/she listens</li> </ul> <p><b>2- READING: first reading (during first 4 months)</b></p> <ul style="list-style-type: none"> <li>Feels, recognizes and distinguishes sounds</li> <li>Recognizes and vocalizes letters correctly</li> <li>Reads syllables, words and sentences fluently</li> <li>Reads short text by paying attention to accentuation and intonation</li> </ul> <p><b>3- UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Replies question related to text that he/she reads</li> <li>Narrates text that he/she reads</li> <li>Determines story factors of text that he/she reads</li> <li>Asks question to learn meanings of words that he does not know their meaning</li> <li>Distinguishes poet and text</li> <li>Sorts matters told in text in order of occurrence turn</li> </ul> <p><b>4- READING FLUENTLY</b></p> <ul style="list-style-type: none"> <li>Readouts plain texts and poets, attends reading groups</li> <li>Readouts by paying attention in spelling rules, punctuation marks and pronunciation</li> <li>Readouts with a hearable sound by paying attention to accentuation and intonation</li> <li>Readouts in proper speed without following with finger</li> <li>Word existence: Learns the words that he/she does not know their meanings</li> </ul> <p><b>5-WRITING</b></p> <ul style="list-style-type: none"> <li>Writes letters, numbers and mathematical marks in according to their techniques</li> <li>Writes legible syllables and words by scripts</li> <li>Uses uppercase letter, points, question marks, dashes and apostrophe in proper places</li> <li>Leaves proper spaces between letters, words and sentences</li> <li>Writes meaningful and regular sentences</li> <li>Corrects his/her errors by checking text that he writes</li> </ul>	<p><b>1- LISTENING</b></p> <ul style="list-style-type: none"> <li>Applies the rules of listening</li> <li>Listening comprehension</li> <li>Listens appropriately to type, method and techniques</li> </ul> <p><b>2- TALKING</b></p> <ul style="list-style-type: none"> <li>Applies the rules of speech</li> <li>Expresses himself/herself verbally</li> <li>Speaks appropriately to type, method and techniques</li> </ul> <p><b>3- READING</b></p> <ul style="list-style-type: none"> <li>Knows the shapes of all letters and reads</li> <li>Applies the rules of reading</li> <li>Knows synonyms and antonyms words</li> <li>Understands what is read</li> <li>Establishes the meaning</li> <li>Develops lexicology</li> </ul> <p><b>4- WRITING</b></p> <ul style="list-style-type: none"> <li>Applies the rules of writing</li> <li>Expresses himself/herself in writing</li> <li>Creates words with given letters</li> </ul>

	TURKEY	SYRIA
<b>4.Main Achievements and Subjects</b>	<ul style="list-style-type: none"> <li>Share what he/she writes</li> </ul>	
<b>5.Education Materials</b>	Lesson Book, Dictionary, Speller, Poems, Story Books, Story CD's, Photos, Pictures,	
<b>6.Education Methods</b>	<ul style="list-style-type: none"> <li>Roleplay</li> <li>Drama</li> <li>Observation</li> <li>Debate</li> <li>Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Problem-solving</li> <li>Games</li> <li>Research</li> </ul>
<b>7.Measurement and Evaluation</b>	<ul style="list-style-type: none"> <li>Multiple-choice test</li> <li>True false</li> <li>Fill-in-the-blanks</li> <li>Open ended questions</li> <li>Performance tasks</li> </ul>	<ul style="list-style-type: none"> <li>Reasoning</li> <li>Group work</li> <li>Group assignments</li> <li>Teacher-oriented</li> </ul>
	<ul style="list-style-type: none"> <li>Presentations</li> <li>Classroom participation</li> <li>Homework</li> <li>Peer appraisal, self appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Multiple choice</li> <li>True False</li> <li>Fill in the blanks</li> <li>Matching</li> <li>Open ended questions</li> </ul>
		<ul style="list-style-type: none"> <li>Homework assignments</li> <li>In-class participation</li> </ul>



	TURKEY	SYRIA
1.Weekly Lesson Hours	10	6
2.Total Weeks	36	30
3.Total Lesson Hours	360	180
4.Main Achievements and Subjects	<p><b>1- LISTENING</b></p> <ul style="list-style-type: none"> <li>Makes comparisons related to things what he/she listens</li> <li>Classifies adjectives and events in things what he/she listens</li> <li>Distinguishes real and imaginary factors in things what he/she listens</li> <li>Distinguishes real and imaginary factors in things what he/she listens</li> <li>Suggests how events to realize in things what he/she listens or watches</li> </ul> <p><b>2- SPEAKING</b></p> <ul style="list-style-type: none"> <li>Pronounces words correctly</li> <li>Adduces from daily life and experiences in his/her speakings</li> <li>Speaks without going off the previously determined subjects</li> <li>Crayons a tale or event</li> <li>Dramatizes a story or event with the main lines</li> <li>Crayons a tale or event</li> </ul> <p><b>3- READING (reads approximately 70-80 words within 1 minute)</b></p> <ul style="list-style-type: none"> <li>Reads silently according to rules</li> <li>Reads fluently in hearable sound tone</li> <li>Finds synonyms and antonyms of words</li> <li>Defines the main idea of what he/she reads</li> <li>Readouts by paying attention in punctuation marks</li> <li>Writes events in order of existence</li> <li>Knows and uses factors as title, vocabulary and index to get some information or content</li> </ul> <p><b>4- WRITING</b></p> <ul style="list-style-type: none"> <li>Writes meaningful and regular sentences</li> <li>Writes scripts according to rules</li> <li>Uses uppercase letter, points, question marks, dashes and apostrophe in proper places</li> <li>Expresses his/her feelings and opinions in written</li> </ul>	<p><b>1- LISTENING</b></p> <ul style="list-style-type: none"> <li>Makes preparation for listening</li> <li>Focuses attention when listening</li> <li>Listens appropriate to the social etiquette</li> </ul> <p><b>2-LISTENING COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>Mentally animates the listening content</li> <li>Establishes cause-effect relation when listening</li> <li>Identifies the central emotion of the poem being listened</li> <li>Predicts how the situation will unfold and its consequences when listening</li> <li>Searches to identify the meaning of unknown words in listening</li> <li>Identifies the "story considerations" when listening</li> <li>Identifies the rhyming words when listening</li> <li>Poses questions and answers appropriately to questions regarding the topics being listened.</li> <li>Listens appropriate to method and techniques</li> </ul> <p><b>3-APPLYING THE RULES OF SPEAKING</b></p> <ul style="list-style-type: none"> <li>Makes preparation for speaking</li> <li>Speaks at an intelligible tone</li> <li>Pronounces the words correctly</li> <li>Speaks fluently</li> <li>Speaks coherently</li> </ul> <p><b>4-VERBAL EXPRESSION</b></p> <ul style="list-style-type: none"> <li>Speaks confidently</li> <li>Uses newly-learned words while speaking</li> <li>Verbally expresses feelings, opinions and imaginations</li> <li>Knows himself/herself, family and environment</li> <li>Poses questions for the purpose of getting information</li> </ul> <p><b>5-SPEAKING</b></p> <ul style="list-style-type: none"> <li>Speaks in front of an audience</li> <li>Shares feelings and opinions in group works</li> <li>Recites poems in front of an audience</li> </ul> <p><b>6-APPLYING RULES OF READING</b></p> <ul style="list-style-type: none"> <li>Makes preparation for reading</li> <li>Pronounces correctly the words being read</li> <li>Speaks at an intelligible tone</li> <li>Reads fluently</li> </ul> <p><b>7-READING COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>Makes sense of the text by using prior knowledge</li> <li>Answers questions related to text before, during and after reading</li> </ul>

	TURKEY	SYRIA
4.Main Achievements and Subjects		<ul style="list-style-type: none"> <li>Searches for answers regarding questions of what, where, when, how and who.</li> <li>Makes comparisons while reading</li> <li>Identifies the topic of the text</li> <li>Identifies the central emotion of the poem being read</li> <li>Provides examples related to text from personal and daily life</li> <li>Shares text with others</li> <li>Constructs meaning related to the internal structure of the text</li> </ul> <p><b>8-IMPROVING VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Improves vocabulary by benefitting from visuals</li> <li>Identifies the antonyms and synonyms</li> <li>Identifies the meaning of rhyming words</li> <li>Searches for the meaning of unknown words</li> </ul> <p><b>9-READING</b></p> <ul style="list-style-type: none"> <li>Uses meaningful words</li> <li>Emphasizes important parts of the text while reading</li> <li>Reads by considering the genre of the texts</li> <li>Practices with the key words in the text</li> </ul> <p><b>10-APPLYING THE RULES OF WRITING</b></p> <ul style="list-style-type: none"> <li>Makes preparation for writing</li> <li>Writes the mathematical expressions correctly</li> <li>Writes meaningful and rule-governed sentences</li> <li>Writes as appropriate to punctuation rules</li> <li>Considers the layout and clarity of the text</li> <li>Identifies the topic of writing</li> </ul> <p><b>11-WRITTEN EXPRESSION</b></p> <ul style="list-style-type: none"> <li>Uses words coherently and appropriately</li> <li>Uses newly-learned words in writing</li> <li>Identifies an appropriate title for the text</li> <li>Makes comparisons in writing</li> <li>Establishes cause-effect relationship when writing</li> <li>Writes texts that introduce himself/herself, family and environment</li> <li>Writes questions</li> </ul>
5.Education Materials	Lesson Book, Dictionary, Speller, Poems, Story Books, Story CD's, Photos, Pictures,	
6.Education Methods	<ul style="list-style-type: none"> <li>Roleplay</li> <li>Drama</li> <li>Observation</li> <li>Debate</li> <li>Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Problem-solving</li> <li>Games</li> <li>Research</li> </ul>
		<ul style="list-style-type: none"> <li>Reasoning</li> <li>Group work</li> <li>Group assignments</li> <li>Teacher-oriented</li> </ul>

	TURKEY		SYRIA	
<b>7.Measurement and Evaluation</b>	<ul style="list-style-type: none"> <li>• Multiple-choice test</li> <li>• True false</li> <li>• Fill-in-the-blanks</li> <li>• Open ended questions</li> <li>• Performance tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Classroom participation</li> <li>• Homework</li> <li>• Peer appraisal, self appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• True False</li> <li>• Fill in the blanks</li> <li>• Matching</li> <li>• Open ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Homework assignments</li> <li>• In-class participation</li> </ul>

	TURKEY	SYRIA
1.Weekly Lesson Hours	8	6
2.Total Weeks	36	30
3.Total Lesson Hours	288	180
4.Main Achievements and Subjects	<p><b>1- LISTENING</b></p> <ul style="list-style-type: none"> <li>• Determines subject, main idea, events and people of what he/she listens</li> <li>• Distinguishes synonyms, antonyms and homonyms in what he/she listens</li> <li>• Summaries what he/she listens, and shares them with others</li> <li>• Establish cause and effect relation in what he/she listens</li> <li>• Distinguishes real and imaginary</li> <li>• Distinguishes emotional and hyperbaton</li> <li>• Replies question of 5N1K</li> </ul> <p><b>2- SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Speaks according to etiquette and ethical values when he/she speaks</li> <li>• Expresses his feelings, idea and imaginations orally</li> <li>• Asks question to get information</li> <li>• Emphasize main idea in his/her speakings</li> <li>• Makes comparisons in his/her speakings</li> <li>• Uses new learned words in his/her speakings</li> <li>• Tells a tale, story, joke and film.</li> </ul> <p><b>3- READING (expected reading is approximately 80-90 words within 1 minute)</b></p> <ul style="list-style-type: none"> <li>• Asks question related to text, relies questions</li> <li>• Determines and compares characteristics of people in text that he/she reads</li> <li>• Expresses meaning conflicts in text</li> <li>• Takes care of accentuation and intonation when reads orally</li> <li>• Reads poets and plain texts according to their characteristics</li> <li>• Reads in proper speed without following with finger</li> <li>• Researches meanings of words that he/she does not know their meanings when he/she reads</li> </ul> <p><b>4- WRITING</b></p> <ul style="list-style-type: none"> <li>• Uses uppercase letter, point, colon, exclamation, question marks, dashes and apostrophe in proper places</li> <li>• Knows reduplications, writings of question word, divide words properly at the end of lines.</li> <li>• Writes events in order of existence</li> <li>• Expresses his/her feelings and opinions in written</li> <li>• Uses punctuation marks in proper places in his/her writings</li> </ul> <p><b>5-VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Finds synonyms and antonyms of words</li> <li>• Distinguishes nouns and verbs</li> <li>• Knows functions of inflectional suffixes</li> </ul>	<p><b>1- LISTENING</b></p> <ul style="list-style-type: none"> <li>• Applies the rules of listening</li> <li>• Listening comprehension</li> <li>• Listens appropriately to type, method and techniques</li> <li>• Answers questions related to listening</li> </ul> <p><b>2-SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Applies the rules of speech</li> <li>• Verbal self expression</li> <li>• Speaks appropriately to type, method and techniques</li> </ul> <p><b>3-READING</b></p> <ul style="list-style-type: none"> <li>• Reads all lessons in the book</li> <li>• Memorizes all poems in the book</li> <li>• Reading comprehension</li> <li>• Establishes meaning</li> <li>• Develops lexicology</li> </ul> <p><b>4-WRITING</b></p> <ul style="list-style-type: none"> <li>• Applies the rules of writing</li> <li>• Self expression in writing</li> <li>• Establishes the sentence with the words given</li> <li>• Writes essays on given subjects from the book</li> </ul>

	TURKEY		SYRIA	
<b>5.Education Materials</b>	Lesson Book, Dictionary, Speller, Poems, Story Books, Story CD's, Photos, Pictures,			
<b>6.Education Methods</b>	<ul style="list-style-type: none"> <li>• Roleplay</li> <li>• Drama</li> <li>• Observation</li> <li>• Debate</li> <li>• Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Problem-solving</li> <li>• Games</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Group work</li> <li>• Group assignments</li> <li>• Teacher-oriented</li> </ul>	
<b>7.Measurement and Evaluation</b>	<ul style="list-style-type: none"> <li>• Multiple-choice test</li> <li>• True false</li> <li>• Fill-in-the-blanks</li> <li>• Open ended questions</li> <li>• Performance tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Classroom participation</li> <li>• Homework</li> <li>• Peer appraisal, self appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• True False</li> <li>• Fill in the blanks</li> <li>• Matching</li> <li>• Open ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Homework assignments</li> <li>• In-class participation</li> </ul>

	TURKEY	SYRIA
1.Weekly Lesson Hours	8	6
2.Total Weeks	36	30
3.Total Lesson Hours	288	180
4.Main Achievements and Subjects	<p><b>1- LISTENING</b></p> <ul style="list-style-type: none"> <li>• Uses preliminary informations in interpretation of what he/she listens</li> <li>• Seeks answers to questions of 5N1K in what he/she listens</li> <li>• Distinguishes synonyms, antonyms in what he/she listens</li> <li>• Distinguishes homonymic words from what he/she listens.</li> </ul> <p><b>2- SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Determines purpose of speaking and speaks according to the purpose</li> <li>• Speaks according to etiquette and ethical values</li> <li>• Asks questions according to speak flow, answers asked questions</li> <li>• Speaks in a hearable sound tone by making eye contact</li> </ul> <p><b>3- READING (expected reading is approximately 100-110 words within 1 minute)</b></p> <ul style="list-style-type: none"> <li>• Determines subjects and diegetics of what he/she reads</li> <li>• Takes care of accentuation and intonation when reads orally</li> <li>• Knows meaning of shapes and symbols</li> <li>• Interprets pictures and photos</li> <li>• Determines story factors of what he/she reads</li> <li>• Reads by taking expressions informing general and special situations</li> <li>• Determines emotional and hyperbaton and queries</li> <li>• Realize the missing and irrelevant information in what he/she reads</li> <li>• Makes comparison in what he/she reads</li> <li>• Distinguishes real and figurative meaning in what he/she reads</li> </ul> <p><b>4- WRITING</b></p> <ul style="list-style-type: none"> <li>• Uses dictionary and spelling book while writing</li> <li>• Establish cause and effect relation while writing</li> <li>• Uses expressions (but, however, nevertheless) leading different while writing</li> <li>• Uses words types according to their functions while writing</li> <li>• Writes letter, invitation, announcement, banner</li> <li>• Uses expand, parenthesis, triple dot, slash, question mark, comma, colon, exclamation, quotation mark, short line, speech line and apostrophe marks in proper places</li> <li>• Writes question words, connectives as that, who, where etc., numbers, intensive words and abbreviations properly</li> <li>• Share what he/she writes</li> </ul> <p><b>5-VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Knows meanings that words and concepts got in sentence</li> <li>• Distinguishes nouns according to naming</li> <li>• Knows functions of inflectional suffixes (apostrophic inflectional suffixes)</li> <li>• Uses abbreviations and their suffixes properly</li> <li>• Distinguish plain, derived and compound words.</li> </ul>	<p><b>1- LISTENING</b></p> <ul style="list-style-type: none"> <li>• Makes preparation for listening</li> <li>• Focuses attention when listening</li> <li>• Listens appropriate to the social etiquette</li> </ul> <p><b>2-LISTENING COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>• Mentally animates the listening content</li> <li>• Establishes cause-effect relation when listening</li> <li>• Identifies the central emotion of the poem being listened</li> <li>• Predicts how the situation will unfold and its consequences when listening</li> <li>• Searches to identify the meaning of unknown words in listening</li> <li>• Identifies the “story considerations” when listening</li> <li>• Identifies the rhyming words when listening</li> <li>• Poses questions and answers appropriately to questions regarding the topics being listened.</li> <li>• Listens appropriate to method and techniques</li> </ul> <p><b>3-APPLYING THE RULES OF SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Makes preparation for speaking</li> <li>• Speaks at an intelligible tone</li> <li>• Pronounces the words correctly</li> <li>• Speaks fluently</li> <li>• Speaks coherently</li> </ul> <p><b>4-VERBAL EXPRESSION</b></p> <ul style="list-style-type: none"> <li>• Speaks confidently</li> <li>• Uses newly-learned words while speaking</li> <li>• Verbally expresses feelings, opinions and imaginations</li> <li>• Knows himself/herself, family and environment</li> <li>• Poses questions for the purpose of getting information</li> </ul> <p><b>5-SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Speaks in front of an audience</li> <li>• Shares feelings and opinions in group works</li> <li>• Recites poems in front of an audience</li> </ul> <p><b>6-APPLYING RULES OF READING</b></p> <ul style="list-style-type: none"> <li>• Makes preparation for reading</li> <li>• Pronounces correctly the words being read</li> <li>• Speaks at an intelligible tone</li> <li>• Reads fluently</li> </ul> <p><b>7-READING COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>• Makes sense of the text by using prior knowledge</li> <li>• Answers questions related to text before, during and after reading</li> </ul>

	TURKEY	SYRIA
4.Main Achievements and Subjects		<ul style="list-style-type: none"> <li>Searches for answers regarding questions of what, where, when, how and who.</li> <li>Makes comparisons while reading</li> <li>Identifies the topic of the text</li> <li>Identifies the central emotion of the poem being read</li> <li>Provides examples related to text from personal and daily life</li> <li>Shares text with others</li> <li>Constructs meaning related to the internal structure of the text</li> </ul> <p><b>8-IMPROVING VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Improves vocabulary by benefitting from visuals</li> <li>Identifies the antonyms and synonyms</li> <li>Identifies the meaning of rhyming words</li> <li>Searches for the meaning of unknown words</li> </ul> <p><b>9-READING</b></p> <ul style="list-style-type: none"> <li>Uses meaningful words</li> <li>Emphasizes important parts of the text while reading</li> <li>Reads by considering the genre of the texts</li> <li>Practices with the key words in the text</li> </ul> <p><b>10-APPLYING THE RULES OF WRITING</b></p> <ul style="list-style-type: none"> <li>Makes preparation for writing</li> <li>Writes the mathematical expressions correctly</li> <li>Writes meaningful and rule-governed sentences</li> <li>Writes as appropriate to punctuation rules</li> <li>Considers the layout and clarity of the text</li> <li>Identifies the topic of writing</li> </ul> <p><b>11-WRITTEN EXPRESSION</b></p> <ul style="list-style-type: none"> <li>Uses words coherently and appropriately</li> <li>Uses newly-learned words in writing</li> <li>Identifies an appropriate title for the text</li> <li>Makes comparisons in writing</li> <li>Establishes cause-effect relationship when writing</li> <li>Writes texts that introduce himself/herself, family and environment</li> <li>Writes questions</li> </ul>
5.Education Materials	Lesson Book, Dictionary, Speller, Poems, Story Books, Story CD's, Photos, Pictures,	
6.Education Methods	<ul style="list-style-type: none"> <li>Roleplay</li> <li>Drama</li> <li>Observation</li> <li>Debate</li> <li>Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Problem-solving</li> <li>Games</li> <li>Research</li> </ul>
		<ul style="list-style-type: none"> <li>Reasoning</li> <li>Group work</li> <li>Group assignments</li> <li>Teacher-oriented</li> </ul>



	TURKEY		SYRIA	
7.Measurement and Evaluation	•	Multiple-choice test	•	Multiple choice
	•	True false	•	True False
	•	Fill-in-the-blanks	•	Fill in the blanks
	•	Open ended questions	•	Matching
	•	Performance tasks	•	Open ended questions
	•	Presentations	•	Homework assignments
	•	Classroom participation	•	In-class participation
	•	Homework		
	•	Peer appraisal, self appraisal		

**MATHEMATICS**



	TURKEY	SYRIA
1.Weekly Lesson Hours	5	5
2.Total Weeks	36	30
3.Total Lesson Hours	180	150
4.Main Achievements and Subjects	<p><b>1- NATURAL NUMBERS</b> Reads and writes the numbers (1,2,3,4,5,6,7,8,9,0)</p> <ul style="list-style-type: none"> <li>Apprehends the numbers to 20.</li> <li>Counts one each and ten each in 100</li> <li>Counts 2 each and 2 each in 20</li> <li>Shows the numbers as one each and ten each in 20</li> <li>Uses ordinal numbers</li> </ul> <p><b>2- ADDITION OF NATURAL NUMBERS</b></p> <ul style="list-style-type: none"> <li>Makes addition with natural numbers which sum is up to 20 (Without carrying any number)</li> <li>Finds pair of numbers which sum equal to 10 or 20</li> <li>Finds the not given addend in the addition</li> <li>Solves problem by using addition (Single operation)</li> </ul> <p><b>3- SUBTRACTION OF NATURAL NUMBERS</b></p> <ul style="list-style-type: none"> <li>Makes subtraction with natural numbers up to 20</li> <li>Realizes the difference between addition and subtraction</li> <li>Solves the single operated problems which requires subtraction.</li> </ul> <p><b>4- FRACTIONS</b></p> <ul style="list-style-type: none"> <li>Shows whole, half and quarter on a model, explains the relationship between them. (pattern)</li> </ul> <p><b>5- GEOMETRY</b></p> <ul style="list-style-type: none"> <li>Naming by classifying geometrical shapes (triangle, square, rectangle, circle, cycle) according to their edge numbers.</li> </ul> <p><b>6- SPATIAL RELATIONS</b></p> <ul style="list-style-type: none"> <li>Uses the expressions that state place and direction.</li> <li>Gives examples to equal objects.</li> </ul> <p><b>7- GEOMETRIC SHAPES</b></p> <ul style="list-style-type: none"> <li>Completes the missing part of a three pieces shape.</li> <li>Creates object or shape pattern.</li> </ul> <p><b>8- MEASURING</b></p> <p>a) Measuring Length</p> <ul style="list-style-type: none"> <li>Compares the objects according to their lengths. Predicts the lengths with non-standard measurement units. Measures, checks the predictions.</li> </ul> <p>b) Our Currency</p> <ul style="list-style-type: none"> <li>Recognizes our currency (1, 5, 10, 25, 50kr and 1, 5, 10, 20, 50 TL)</li> </ul> <p>c) Weighing</p> <ul style="list-style-type: none"> <li>Compares, aligns the objects according to their weight.</li> <li>Measures with non-standard units.</li> </ul> <p>d) Liquid Measuring</p>	<p><b>1-NATURAL NUMBERS</b></p> <ul style="list-style-type: none"> <li>Reads and writes the numbers (1-100)</li> <li>Counts by 1's and 10's within 100</li> <li>Counts by 2's and 5's within 100</li> <li>Uses ordinal numbers</li> </ul> <p><b>2-NATURAL NUMBERS ADDITION</b></p> <ul style="list-style-type: none"> <li>Addition problems within 20</li> <li>Find the sum of the number 10 or 20 binary</li> <li>Finds the not given addend in the addition</li> <li>Addition with two digit numbers</li> </ul> <p><b>3- NATURAL NUMBERS SUBTRACTION</b></p> <ul style="list-style-type: none"> <li>Subtraction problems within 20</li> <li>Reasons the relation between addition and subtraction</li> <li>Subtraction with two digit numbers</li> <li>Solves one step subtraction problems</li> </ul> <p><b>4-FRACTIONS</b></p> <ul style="list-style-type: none"> <li>Shows whole, half and quarter on a model</li> <li>Divides equally</li> </ul> <p><b>5-GEOMETRY</b></p> <ul style="list-style-type: none"> <li>Recognizes geometric shapes (square, triangle, circle, rectangle,)</li> </ul> <p><b>6-TIMES</b></p> <ul style="list-style-type: none"> <li>Reads and writes time and clock</li> <li>Knows the calendar</li> </ul> <p><b>7-MEASURING</b></p> <ul style="list-style-type: none"> <li>Shows whole, half and quarter on a model</li> </ul>

	TURKEY	SYRIA
<b>4.Main Achievements and Subjects</b>	<ul style="list-style-type: none"> <li>Measures by using non-standard units</li> <li>Aligns at least three identical liquids in containers according to their amounts by comparing them.</li> </ul> <p>e) Data</p> <ul style="list-style-type: none"> <li>Reads the simple charts</li> <li>Collects data, creates tally chart and object practice.</li> </ul>	
<b>5.Education Materials</b>	Ruler, Goniometer, Calculator etc.	Pen, pencil, eraser
<b>6.Education Methods</b>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Reasoning</li> <li>Strategy development</li> <li>Modeling</li> <li>Research</li> <li>IT</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Reasoning</li> <li>Strategy development</li> <li>Modeling</li> <li>Research</li> <li>IT</li> </ul>
<b>7.Measurement and Evaluation</b>	<ul style="list-style-type: none"> <li>multiple-choice test</li> <li>true false</li> <li>fill-in-the-blanks</li> <li>open ended questions</li> <li>performance tasks</li> <li>presentations</li> <li>classroom participation</li> <li>homework</li> </ul>	<ul style="list-style-type: none"> <li>multiple-choice test</li> <li>true false</li> <li>fill-in-the-blanks</li> <li>open ended questions</li> <li>performance tasks</li> <li>presentations</li> <li>classroom participation</li> <li>homework</li> </ul>

	TURKEY	SYRIA
1.Weekly Lesson Hours	5	5
2.Total Weeks	36	30
3.Total Lesson Hours	180	150
4.Main Achievements and Subjects	<p><b>1- NUMBERS and OPERATIONS</b></p> <p>Natural Numbers</p> <ul style="list-style-type: none"> <li>Explains the decade and dozen</li> <li>Names the two-digit numbers digits that are smaller than 100, states their digits and values.</li> <li>Uses the ordinal numbers</li> <li>Counts as two by two, three by three, four by four and five by five</li> <li>Compares, aligns the numbers which are smaller than 100</li> <li>Rounds the numbers to closest decade / Such as 34-30 – 37-40</li> <li>Creates number patterns</li> </ul> <p><b>2-ADDITION</b></p> <ul style="list-style-type: none"> <li>Makes addition in numbers which total smaller than 100 with and without carrying</li> <li>Finds the non-given collected in addition operation</li> <li>Makes addition in his/her mind</li> <li>Creates and solves problems which requires addition operation</li> </ul> <p><b>3-SUBTRACTION</b></p> <ul style="list-style-type: none"> <li>Makes decade-breaking required and decade breaking non-required subtraction with numbers smaller than 100</li> <li>Finds the non-given subtrahend or minuend.</li> <li>Makes operation in his/her mind</li> <li>Creates and solves problems which requires addition, subtraction operations with natural numbers</li> </ul> <p><b>4-MULTIPLICATION</b></p> <ul style="list-style-type: none"> <li>Explains the multiplication with models</li> <li>Converts addition to multiplication. <math>2+2+2=6</math> <math>2 \times 3=6</math></li> <li>Multiplies the natural numbers up to 10 with 2,3,4 and 5.</li> <li>Explains the 1 and class relation in multiplication.</li> <li>Creates and solves problems with two operations at most-one of it should be multiplication.</li> </ul> <p><b>5-DIVIDING</b></p> <ul style="list-style-type: none"> <li>Groups at most 20 objects in ones, in doubles, in threes, in fours and in fives</li> <li>Shows the subtraction as dividing which the minuend is not higher than 20, subtrahends are the same.</li> </ul> <p><b>6-FRACTIONS</b></p> <ul style="list-style-type: none"> <li>Explains the relation between whole, half and quarter.</li> </ul> <p><b>7-GEOMETRICAL OBJECTS and SHAPES</b></p> <ul style="list-style-type: none"> <li>Shows the corners, edges of sides in cube and prism models</li> <li>Shows the sides of cylinder, cone and sphere</li> </ul>	<p><b>1-NATURAL NUMBERS</b></p> <ul style="list-style-type: none"> <li>Counts by 1's and 10's within 100</li> <li>Counts by 2's and 5's within 100</li> <li>Uses ordinal numbers</li> </ul> <p><b>2- NATURAL NUMBERS ADDITION</b></p> <ul style="list-style-type: none"> <li>Addition problems within 999</li> <li>Finds not given addend</li> <li>Addition with three digit numbers</li> <li>Solves the problem by making the addition</li> </ul> <p><b>3- NATURAL NUMBERS SUBTRACTION</b></p> <ul style="list-style-type: none"> <li>Subtraction problems within 999</li> <li>Subtraction with three digit numbers</li> <li>Solves the problem by making the subtraction</li> </ul> <p><b>4-DATA REPRESENTATION GRAPHICS</b></p> <ul style="list-style-type: none"> <li>Analyses the chart table</li> </ul> <p><b>5-MULTIPLICATION</b></p> <ul style="list-style-type: none"> <li>Reasons multiplication</li> <li>Memorizes multiplication table 1-10</li> </ul> <p><b>6-FRACTION MEASURING and PROCESSING</b></p> <ul style="list-style-type: none"> <li>Discovers equivalent fractions</li> <li>Knows the decimal fractions</li> <li>Solves fraction addition and subtraction problems</li> <li>Discovers the units of measurement</li> <li>Recognizes and writes all fractions</li> <li>Creates own fractions and tries to solve with friends</li> </ul>

	TURKEY	SYRIA
4.Main Achievements and Subjects	<ul style="list-style-type: none"> <li>States the names of sides of cube, square, rectangle and triangular prism.</li> <li>Shows the corner edges of square, rectangle and triangle.</li> </ul> <p>a) Symmetry</p> <ul style="list-style-type: none"> <li>Determines whether a shape can or cannot be divided to two equal pieces.</li> </ul> <p><b>8-MEASURING</b></p> <p>a) Measuring in Length</p> <ul style="list-style-type: none"> <li>Measures the lengths with meter and centimetre (Doesn't use shortening)</li> <li>Predicts the lengths as meter and centimetre</li> <li>Draws and solves problems related to meter and centimetre unit</li> </ul> <p>b) Measuring the Time</p> <ul style="list-style-type: none"> <li>Reads the Complete and Half Times</li> <li>Divides the time to complete and half times</li> <li>Explains the relation between time, day, even month and season.</li> <li>Creates and solves problems related to time measuring unit</li> </ul> <p>c) Our Currency</p> <ul style="list-style-type: none"> <li>Recognizes our Currency</li> </ul> <p>d) Measuring Liquids</p> <ul style="list-style-type: none"> <li>Measures the liquids with non-standard measuring units such as glass, cup</li> </ul> <p>e) Weighing</p> <ul style="list-style-type: none"> <li>States the places which kilogram is being used</li> <li>Creates and solves problems related to kilogram</li> </ul> <p>f) Data (Object) Graph</p> <ul style="list-style-type: none"> <li>Collects data related to a problem, creates an object graph. Interprets the object graph.</li> </ul>	
5.Education Materials	Ruler, Goniometer, Calculator etc.	Pen, pencil, eraser
6.Education Methods	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Reasoning</li> <li>Strategy development</li> <li>Modeling</li> <li>Research</li> <li>IT</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Reasoning</li> <li>Strategy development</li> <li>Modeling</li> <li>Research</li> <li>IT</li> </ul>
7.Measurement and Evaluation	<ul style="list-style-type: none"> <li>Multiple-choice test</li> <li>True false</li> <li>Fill-in-the-blanks</li> <li>Open ended questions</li> <li>Performance tasks</li> <li>Presentations</li> <li>Classroom participation</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>Multiple-choice test</li> <li>True false</li> <li>Fill-in-the-blanks</li> <li>Open ended questions</li> <li>Performance tasks</li> <li>Presentations</li> <li>Classroom participation</li> <li>Homework</li> </ul>

	TURKEY	SYRIA
1.Weekly Lesson Hours	5	5
2.Total Weeks	36	30
3.Total Lesson Hours	180	150
4.Main Achievements and Subjects	<p><b>1- NATURAL NUMBERS</b></p> <ul style="list-style-type: none"> <li>Reads and writes the three digit numbers, says their digit names, knows their digit values.</li> <li>Counts in sixes, sevens, eights and nines in 100</li> <li>Knows the odd and even numbers</li> </ul> <p><b>2-ADDITION</b></p> <ul style="list-style-type: none"> <li>Makes addition with number which sum are at most 3 digit numbers with or without carrying.</li> <li>Creates and solves problem related to addition.</li> </ul> <p><b>3-SUBTRACTION</b></p> <ul style="list-style-type: none"> <li>Makes subtraction with 3 digit numbers at most.</li> <li>Creates and solves problem which requires subtraction</li> </ul> <p><b>4-MULTIPLICATION</b></p> <ul style="list-style-type: none"> <li>Creates the multiplication table</li> <li>Makes multiplication as the product should be smaller than 100</li> <li>Creates and solves problem which requires multiplication</li> </ul> <p><b>5-DIVIDING</b></p> <ul style="list-style-type: none"> <li>Divides 2 digit natural numbers and 1 digit numbers</li> <li>Creates and solves problems with two operations as one of it should be dividing</li> </ul> <p><b>6-FRACTIONS</b></p> <ul style="list-style-type: none"> <li>States that each unit is a fraction by dividing a whole to equal pieces. (Denominator is the same)</li> <li>Compares three fraction</li> <li>States a plurality's fraction part</li> </ul> <p><b>7-PLANE</b></p> <ul style="list-style-type: none"> <li>Determines the objects planes such as cube, square, prism, cone etc.</li> <li>Describes the plane and planar shapes with their articles</li> <li>Opens the prism, cylinder, cone models to plane</li> </ul> <p>a) Line</p> <ul style="list-style-type: none"> <li>Describes line, line segment with ray models</li> <li>Gives examples to horizontal, vertical, oblique line models</li> <li>States and makes drawing related to two lines in plane conditions against each other.</li> </ul> <p>b) Point</p> <ul style="list-style-type: none"> <li>Shows the point with symbol and operationalizes it</li> </ul> <p>c) Angle</p> <ul style="list-style-type: none"> <li>Draws the angle models</li> <li>Classifies the angles as vertical angle, acute angle, obtuse angle and straight</li> </ul>	<p><b>1-DATA GRAPHIC REPRESENTATION</b></p> <ul style="list-style-type: none"> <li>Analyses the table graphics</li> <li>Analyses line graphics</li> </ul> <p><b>2-ALGEBRA</b></p> <ul style="list-style-type: none"> <li>Discovers the rules of algebra</li> </ul> <p><b>3-DIGIT VALUE</b></p> <ul style="list-style-type: none"> <li>Knows four digit numbers</li> </ul> <p><b>4-ROUNDING</b></p> <ul style="list-style-type: none"> <li>Rounds to nearest 10 or 100</li> </ul> <p><b>5- NATURAL NUMBERS ADDITION</b></p> <ul style="list-style-type: none"> <li>Addition problems with three and four digit numbers</li> </ul> <p><b>6-NATURAL NUMBERS SUBTRACTION</b></p> <ul style="list-style-type: none"> <li>Subtraction problems with three and four digit numbers</li> </ul> <p><b>7-NATURAL NUMBERS MULTIPLICATION</b></p> <ul style="list-style-type: none"> <li>Memorizes multiplication table 1-10</li> <li>Knows the result of single digit and two, three digit numbers</li> </ul> <p><b>8- NATURAL NUMBERS DIVISION</b></p> <ul style="list-style-type: none"> <li>Discovers the relation between multiplication and division</li> <li>Knows which numbers can divide 1 to 10</li> <li>Knows odd and even numbers</li> </ul> <p><b>9-ENGINEERING</b></p> <ul style="list-style-type: none"> <li>Discovers fields</li> <li>Discovers material engineering</li> </ul> <p><b>10-FRACTION MEASURING and PROCESSING</b></p> <ul style="list-style-type: none"> <li>Discovers equivalent fractions</li> <li>Knows the decimal fractions</li> <li>Solves fraction addition and subtraction problems</li> <li>Discovers the units of measurement</li> </ul>

	TURKEY	SYRIA
4.Main Achievements and Subjects	<p>angle</p> <p>d) Triangle, Square, Rectangle and Circle</p> <ul style="list-style-type: none"> <li>• Draws square, triangle and rectangle by using ruler</li> <li>• Classifies the triangle, square, rectangle and circle according to their angle numbers</li> </ul> <p>e) Symmetry</p> <ul style="list-style-type: none"> <li>• Determines symmetry according to line in planar shapes and creates symmetrical shape</li> </ul> <p>f) Pattern and Adornments</p> <ul style="list-style-type: none"> <li>• Makes adornments as leaving no space by using triangular, quadratic and rectangular regions</li> </ul> <p>8-MEASURING</p> <p>a) Length</p> <ul style="list-style-type: none"> <li>• Makes conversion between meter and cm units, solves problems</li> </ul> <p>b) Perimeter</p> <ul style="list-style-type: none"> <li>• Calculates the planar shapes perimeter length</li> </ul> <p>c) Area</p> <ul style="list-style-type: none"> <li>• Measures one side of objects with non-standard units</li> </ul> <p>d) Our Currencies</p> <ul style="list-style-type: none"> <li>• Creates and solves problems related to currency</li> </ul> <p>e) Measuring Time</p> <ul style="list-style-type: none"> <li>• Reads the time</li> <li>• Expresses a time with different units</li> <li>• Solves problem</li> </ul> <p>f) Weighing</p> <ul style="list-style-type: none"> <li>• Creates and solves related to kilogram and gram</li> </ul> <p>g) Measuring Liquids</p> <ul style="list-style-type: none"> <li>• Solves problem related to liter and half a liter</li> <li>• Makes measurements</li> </ul> <p>h) Shape Graph</p> <ul style="list-style-type: none"> <li>• Creates and interprets shape graph</li> </ul> <p>i) Table</p> <ul style="list-style-type: none"> <li>• Makes tally and density table</li> </ul>	
5.Education Materials	Ruler, Goniometer, Calculator etc.	Pen, pencil, eraser
6.Education Methods	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Reasoning</li> <li>• Strategy development</li> <li>• Modeling</li> <li>• Research</li> <li>• IT</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Reasoning</li> <li>• Strategy development</li> <li>• Modeling</li> <li>• Research</li> <li>• IT</li> </ul>



	TURKEY	SYRIA
7.Measurement and Evaluation	<ul style="list-style-type: none"> <li>• Multiple-choice test</li> <li>• True false</li> <li>• Fill-in-the-blanks</li> <li>• Open ended questions</li> <li>• Performance tasks</li> <li>• Presentations</li> <li>• Classroom participation</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple-choice test</li> <li>• True false</li> <li>• Fill-in-the-blanks</li> <li>• Open ended questions</li> <li>• Performance tasks</li> <li>• Presentations</li> <li>• Classroom participation</li> <li>• Homework</li> </ul>

	TURKEY	SYRIA
1.Weekly Lesson Hours	5	5
2.Total Weeks	36	30
3.Total Lesson Hours	180	150
4.Main Achievements and Subjects	<p><b>1-NATURAL NUMBERS</b></p> <ul style="list-style-type: none"> <li>Reads and writes 4,5,6 digit numbers, knows their digits and orders.</li> <li>Analyses the 4,5,6 digit numbers</li> <li>Rounds to closest decade or hundred</li> <li>Aligns the natural numbers which have 6 digits at most</li> </ul> <p><b>2-ADDITION</b></p> <ul style="list-style-type: none"> <li>Makes addition operation with the numbers which have 4 digits at most</li> <li>Finds the non-given collected in the addition, makes the addition from his/her mind</li> <li>Creates, solves problems related to addition</li> </ul> <p><b>3-SUBTRACTION</b></p> <ul style="list-style-type: none"> <li>Makes subtraction operation with the numbers which have 4 digits at most</li> <li>Finds the non-given in the subtraction</li> </ul> <p><b>4-MULTIPLICATION</b></p> <ul style="list-style-type: none"> <li>Makes multiplication with natural numbers as the result would be 5 digit number at most</li> <li>Makes multiplication from the short way with 10, 100, 5, 25, 50 , 250</li> <li>Creates, solves problems related to multiplication</li> </ul> <p><b>5-DIVIDING</b></p> <ul style="list-style-type: none"> <li>Determines the digit number without calculating in the dividing operation</li> <li>Divides 3 digit natural numbers to 2 digit natural numbers at most</li> <li>Makes two-step operations</li> <li>Creates, solves problems that requires dividing</li> </ul> <p><b>6-FRACTIONS</b></p> <ul style="list-style-type: none"> <li>Names the fractions which the numerator and denominator is two digit natural number at most</li> <li>Shows on the number line and compares them</li> <li>Aligns 4 fractions which have the same denominator small to large or large to small</li> <li>Determines the fraction part of a plurality</li> <li>Makes addition and subtraction with fractions which have the same denominator</li> </ul> <p>a) Decimal Fractions</p> <ul style="list-style-type: none"> <li>Knows that when a whole is divided to 10 and 100 pieces, the occurred fraction is decimal fraction</li> <li>Writes and reads the decimal fractions</li> <li>Compares two decimal fractions and states the relationship between them as smaller or larger</li> </ul> <p><b>7-GEOMETRY</b></p>	<p><b>1-GRAPHICS</b></p> <ul style="list-style-type: none"> <li>Analyses line graphics and solves problems</li> <li>Analyses bar charts and solves problems</li> </ul> <p><b>2-TIME</b></p> <ul style="list-style-type: none"> <li>Time calculations</li> <li>Solves related problems</li> </ul> <p><b>3-NATURAL NUMBERS</b></p> <ul style="list-style-type: none"> <li>Knows and reads 6 digit whole numbers</li> <li>Addition with 6 digit result numbers</li> <li>Multiplication with three digit numbers</li> <li>Subtraction with 6 digit numbers</li> <li>Divides three digit numbers to two digit numbers</li> <li>Addition with three different numbers</li> </ul> <p><b>4-FRACTIONS</b></p> <ul style="list-style-type: none"> <li>Align fractions high to low</li> <li>Multiplication and division with fractions</li> <li>Addition and subtraction with fractions</li> </ul> <p><b>5-GEOMETRY</b></p> <ul style="list-style-type: none"> <li>Knows acute, obtuse, vertical and straight angles</li> <li>Knows 4 dimension shapes and solves problems</li> <li>Knows triangles</li> </ul> <p><b>6-MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>Measures lengths, knows units, solves problems</li> <li>Measures weight, knows units, solves problems</li> <li>Measures volume (millilitre and litre) solves problems</li> </ul>

	TURKEY	SYRIA
4.Main Achievements and Subjects	<p>a) Angle and Angle Measure</p> <ul style="list-style-type: none"> <li>Names the angle, shows its side, corner</li> <li>Draws the given measure angle</li> <li>Determines the angles as acute, vertical, obtuse and straight angle</li> </ul> <p>b) Triangle Square Rectangle</p> <ul style="list-style-type: none"> <li>Determines the side and angle features of square and rectangle, their diagonal lines</li> <li>Classifies the triangles according to its side features</li> <li>Classifies the triangles according to its angle features</li> </ul> <p>8-GEOMETRICAL OBJECTS</p> <ul style="list-style-type: none"> <li>Creates the shapes on the isometric paper with equal cubes</li> </ul> <p>a) Patterns and Adornments</p> <ul style="list-style-type: none"> <li>Makes adornments as leaving no space by using triangular, quadratic and rectangular regions</li> </ul> <p>9-MEASURING</p> <p>a) Length</p> <ul style="list-style-type: none"> <li>Explains the relationship between mm, cm, m or km units, makes conversion between units</li> <li>Expresses a certain length in different units</li> <li>Creates and solves problems with length measuring units</li> </ul> <p>b) Environment</p> <ul style="list-style-type: none"> <li>Determines the planar shapes perimeter lengths</li> <li>Creates different geometrical shapes with the same perimeter length</li> <li>Builds the relationship between square and rectangle side lengths</li> </ul> <p>c) Area</p> <ul style="list-style-type: none"> <li>Determines the quadratic and rectangular regions areas by using unit squares</li> </ul> <p>d) Time</p> <ul style="list-style-type: none"> <li>Explains the relationship between hour, minute, second</li> <li>Explains the relationship between year, month, even day</li> <li>Creates and solves time problems</li> </ul> <p>e) Weighing</p> <ul style="list-style-type: none"> <li>Builds the relationship between tone, kilogram, gram, milligram, makes conversions</li> <li>Creates and solves weighing problems</li> </ul> <p>f) Liquids</p> <ul style="list-style-type: none"> <li>Makes conversions between liter and milliliter</li> <li>Solves problems related to liquid measures</li> </ul> <p>g) Column Graph</p> <ul style="list-style-type: none"> <li>Creates and interprets column graph</li> </ul> <p>10-PROBABILITY</p> <ul style="list-style-type: none"> <li>Uses the words which state probability in appropriate places (Such as impossible, certain, possible etc.)</li> </ul>	

	TURKEY	SYRIA
<b>5.Education Materials</b>	Ruler, Goniometer, Calculator etc.	Pen, pencil, eraser
<b>6.Education Methods</b>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Reasoning</li> <li>• Strategy development</li> <li>• Modeling</li> <li>• Research</li> <li>• IT</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Reasoning</li> <li>• Strategy development</li> <li>• Modeling</li> <li>• Research</li> <li>• IT</li> </ul>
<b>7.Measurement and Evaluation</b>	<ul style="list-style-type: none"> <li>• Multiple-choice test</li> <li>• True false</li> <li>• Fill-in-the-blanks</li> <li>• Open ended questions</li> <li>• Performance tasks</li> <li>• Presentations</li> <li>• Classroom participation</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple-choice test</li> <li>• True false</li> <li>• Fill-in-the-blanks</li> <li>• Open ended questions</li> <li>• Performance tasks</li> <li>• Presentations</li> <li>• Classroom participation</li> <li>• Homework</li> </ul>

# **LIFE SCIENCE and SCIENCE**



	TURKEY	SYRIA
1.Weekly Lesson Hours	4	2
2.Total Weeks	36	30
3.Total Lesson Hours	144	60
4.Main Achievements and Subjects	<p><b>1- ME and MY SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Meets with his/her teacher and friends</li> <li>• Finds his/her class in the school/By using spatial concepts</li> <li>• Recognizes the class tools, honour corner</li> <li>• Recognizes sections of the school and school employees</li> <li>• Participates to making the rules in school and class, complies with the rules</li> <li>• Complies with the safety rules on coming and leaving the school</li> <li>• Recognizes and respects the National Anthem and Flag in national day ceremonies</li> <li>• States his/her needs and requests, gets help from related people related to this</li> <li>• Complies with communication rules and participates activities in the school and class</li> <li>• Respects the personal differences</li> <li>• (This unit aims adaptation in general for the student to the school)</li> </ul> <p><b>2- MY FAMILY and MY HOME</b></p> <ul style="list-style-type: none"> <li>• Recognizes the family members, describes the location of his/her home</li> <li>• Uses an appropriate language while stating his/her requests and needs</li> <li>• Uses the sources in home such as electricity, water as productive.</li> <li>• Plans his/her day, uses the time productive</li> <li>• In this unit, in general it is aimed to gain knowledge, skill and values in the subjects such as the concept of family, communication in the home, planning the day, using the sources in a right way.</li> </ul> <p><b>3- HEALTHY LIFE</b></p> <ul style="list-style-type: none"> <li>• Makes his/her personal care, chooses beneficial food and beverages for his/her health</li> <li>• Eats at appropriate meals during the day</li> <li>• Knows that he/she needs vegetable and animal foods for his/her health</li> <li>• Consumes fruits and vegetables according to their season, pays attention to hygiene and freshness.</li> <li>• Takes precautions to preserve his/her health(Such as brushing the teeth, being vaccinated)</li> <li>• In this unit, in general it is aimed to gain skill and values in the subjects such as the personal care, preserving the health , healthy diet</li> </ul> <p><b>4- SAFE LIFE</b></p> <ul style="list-style-type: none"> <li>• Complies with the safety rules</li> <li>• Complies with the traffic rules (Fastens the seat belt etc.)</li> <li>• Knows the phone numbers of institutions that he/she can get help in emergency situations</li> </ul>	<p><b>1-RECOGNISING BODY PARTS</b></p> <ul style="list-style-type: none"> <li>• How and when we use each part</li> <li>• Recognizes five sense organs</li> <li>• How to live healthy (sports, nutrition)</li> <li>• Knows the food pyramid</li> </ul> <p><b>2-ORGANISMAS</b></p> <ul style="list-style-type: none"> <li>• Knows plants and animals (where they live, what they eat)</li> <li>• Know the benefits of animals to humans (meat, milk, etc.)</li> <li>• Knows the wild animals and pets</li> <li>• Knows how plants are grown and benefits</li> </ul> <p><b>3-LAND and SKY</b></p> <ul style="list-style-type: none"> <li>• Recognizes seasons</li> <li>• Knows seas, oceans, mountains, plains</li> </ul> <p><b>4-ELECTRICITY</b></p> <ul style="list-style-type: none"> <li>• Knows the benefits of electricity</li> <li>• Knows how to make savings</li> </ul> <p><b>5-MAGNET</b></p> <ul style="list-style-type: none"> <li>• Knows how it is used</li> </ul>

	TURKEY	SYRIA
4.Main Achievements and Subjects	<ul style="list-style-type: none"> <li>Knows how to act against people he/she know or doesn't know.</li> <li>Knows what to be careful on using medication</li> <li>In this unit, in general the students learn the safety rules that they should comply with in school, home, on a trip. They gain conscious medication usage knowledge and skill.</li> </ul> <p><b>5-I LOVE MY COUNTRY</b></p> <ul style="list-style-type: none"> <li>Recognizes the general features of his/her living area, gives examples to historical and touristic places and raised products</li> <li>Learns his/her country name, capital city and the shape of his/her flag and the Turkish National Anthem is the Anthem</li> <li>Participates to national days. Apprehends the relation between national days and Atatürk. In this gaining, the national struggle is elaborated.</li> <li>Recognizes the religious days, apprehends the days meaning.</li> <li>In this unit, in general he/she learns knowing the country, the role of Atatürk in National Struggle, his leadership, he/she apprehends Atatürk's close environment's features.</li> </ul> <p><b>6- NATURE and ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>Recognizes and protects the plants and animals in his/her environment.</li> <li>Recognizes the seasons and their features</li> <li>Observes the works being done in his environment according to the seasons</li> <li>Keeps the nature and his/her environment clean</li> <li>In this unit, it is aimed to gain skill and values in the subjects such as plants and animals, natural events, recycling.</li> </ul>	
5.Education Materials	Lesson Book, Photos, Pictures, Maps, Clock, Calendar, School Newspaper, Ballot, Flags, Documentary Films, Personal Hygiene Tools, Body Models, Environmental Posters	Pen, pencil, eraser
6.Education Methods	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Reasoning</li> <li>Strategy development</li> <li>Modeling</li> <li>Research</li> <li>IT</li> </ul>	<ul style="list-style-type: none"> <li>Reasoning</li> <li>Group work</li> <li>Group assignments</li> <li>Teacher-oriented</li> </ul>
7.Measurement and Evaluation	<ul style="list-style-type: none"> <li>Multiple-choice test</li> <li>True false</li> <li>Fill-in-the-blanks</li> <li>Open ended questions</li> <li>Performance tasks</li> <li>Presentations</li> <li>Classroom participation</li> <li>Homework</li> <li>Peer appraisal, self appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Open ended questions</li> <li>True false</li> <li>Classroom participation</li> <li>Homework</li> </ul>

	TURKEY	SYRIA
1.Weekly Lesson Hours	4	2
2.Total Weeks	36	30
3.Total Lesson Hours	144	60
4.Main Achievements and Subjects	<p>There are themes in 2. And 3. Grade</p> <p><b>A THEME: MY SCHOOL EXCITEMENT</b></p> <ul style="list-style-type: none"> <li>In this theme the students</li> <li>Preparing to the school, preparing the bag, personal care, describing, showing his/her place in school and class</li> <li>Complying with the school rules</li> <li>Participating to the elections and taking tasks in the class</li> <li>Participating to group study</li> <li>Recognizing our flag and National Anthem</li> <li>Balanced and regular diet</li> <li>Realizing his/her abilities</li> <li>Making communication with his/her friends</li> <li>Expressing his/her feelings in a right way</li> <li>Protecting the school and his/her belongings</li> <li>Complying with the traffic rules on the school way</li> <li>Protecting his/her health</li> <li>Participating to celebrations</li> <li>Realizing the ethical and non-ethical behaviours</li> <li>Recognizing the jobs and their features</li> <li>Being a conscious consumer</li> <li>Learning Atatürk's education life by making research</li> <li>Apprehending the meaning and importance of Republic Day</li> <li>Participating to celebrations</li> <li>Recognizing the religious days</li> <li>Gains knowledge, skill and values in the subjects of using source books</li> </ul> <p><b>B THEME: MY UNIQUE HOME</b></p> <ul style="list-style-type: none"> <li>In this theme, students apprehend the place they live, every living thing has a home. Realizes that his/her home is unique. Learns the directions through the sun, directs his/her house location, uses sketch, and tells address.</li> <li>Uses the communication tools in a right way</li> <li>Builds relationship between organs tasks and health</li> <li>Explains what he/she should do to grow in a healthy way.</li> <li>Complies with rules in meals</li> <li>Plans his/her time, makes research about the childhood and jobs of the family members.</li> <li>Makes research about people who have become an example to society.</li> <li>Contributes on making rules that should be complied in the house</li> <li>Takes task in domestic workfellow</li> <li>Uses his/her belongings with care</li> </ul>	<p><b>1-FIVE SENSE ORGANS</b></p> <ul style="list-style-type: none"> <li>Knows what eye is composed of and how it is protected</li> <li>Knows how to protect and clean the ear</li> <li>Knows how nose smells</li> <li>Knows the function of skin and how to clean</li> <li>Knows the sense of taste</li> </ul> <p><b>2-FOOD PYRAMID</b></p> <ul style="list-style-type: none"> <li>Knows healthy and unhealthy foods</li> </ul> <p><b>3-ANIMALS</b></p> <ul style="list-style-type: none"> <li>Knows what covers animals (leather, feathers, wool, shell)</li> <li>Knows how animals move (jumping, swimming, running, walking, etc.)</li> <li>Knows how animals reproduce (spawning, procreation)</li> <li>Knows how humans benefit from animals</li> </ul> <p><b>4-PLANTS</b></p> <ul style="list-style-type: none"> <li>Knows how plants are grown</li> <li>Knows how to protect environment</li> </ul> <p><b>5-LAND and SKY</b></p> <ul style="list-style-type: none"> <li>Knows the earth circles around sun</li> <li>Knows the day and night</li> <li>Knows where sun raises and sinks</li> <li>Knows 4 main directions</li> <li>Knows how moon phases formed</li> </ul> <p><b>6-WATER and ENERGY</b></p> <ul style="list-style-type: none"> <li>Knows the states of water (solid, liquid, gas)</li> <li>Knows the gravity</li> <li>Knows the poles of magnet</li> <li>Knows the light sources (sun, lamp, flashlight, fire)</li> <li>Knows electrical circuits</li> </ul>



	TURKEY	SYRIA
4.Main Achievements and Subjects	<ul style="list-style-type: none"> <li>• Makes anger management, values the sense of trust, and becomes trustworthy. Knows the situations that he/she can say "No" and he/she says No.</li> <li>• Creates environment to study</li> <li>• Makes research about his/her rights and liberties earned by Atatürk's leadership.</li> <li>• Knows the features of a good leader</li> <li>• Saves money</li> <li>• Realizes that technological devices make the life easier</li> <li>• Uses the sources in the house with care</li> <li>• Obtains knowledge about disasters happening in the country, explains the protection ways.</li> </ul> <p><b>C THEME: YESTERDAY TODAY TOMORROW</b></p> <ul style="list-style-type: none"> <li>• In this theme students</li> <li>• Realize that they change as they grow up</li> <li>• Compare their babyhood and childhood</li> <li>• Observe that their feelings change during the day</li> <li>• Compare the games that they used to play and they play nowadays</li> <li>• Compare the features of children from different countries</li> <li>• Creates his/her resume</li> <li>• Compares the old and new jobs</li> <li>• Explains how the leaders affect the society on Atatürk example</li> <li>• Explains the services made by Atatürk</li> <li>• Participates to 23 April celebrations</li> <li>• Expresses his/her feelings with genuine matters</li> <li>• Observes the circulation of water between earth and sky, apprehends the change of state of water</li> <li>• Classifies the matters as solid, liquid and gas.</li> <li>• Makes research about that the night and day form as a result of spinning of the earth, forming the seasons, he/she show this with an experiment</li> <li>• Follows the weather forecast by using calendar, creates graph.</li> <li>• Lists the objects he/she observed on the sky</li> <li>• Compares the structure of houses from the past to the present day</li> <li>• Compares the precautions against natural disasters with other countries.</li> <li>• Realizes the importance of air, water and dirt for living.</li> </ul>	
5.Education Materials	Lesson Book, Photos, Pictures, Maps, Clock, Calendar, School Newspaper, Ballot, Flags, Documentary Films, Personal Hygiene Tools, Body Models, Environmental Posters	Pen, pencil, eraser
6.Education Methods	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Reasoning</li> <li>• Strategy development</li> <li>• Modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Group work</li> <li>• Group assignments</li> <li>• Teacher-oriented</li> </ul>

	TURKEY	SYRIA
7.Measurement and Evaluation	<ul style="list-style-type: none"> <li>• Multiple-choice test</li> <li>• True false</li> <li>• Fill-in-the-blanks</li> <li>• Open ended questions</li> <li>• Performance tasks</li> <li>• Presentations</li> <li>• Classroom participation</li> <li>• Homework</li> <li>• Peer appraisal, self appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Open ended questions</li> <li>• True false</li> <li>• Classroom participation</li> <li>• Homework</li> </ul>

	TURKEY	SYRIA
1.Weekly Lesson Hours	3	2
2.Total Weeks	36	30
3.Total Lesson Hours	108	60
4.Main Achievements and Subjects	<p>There are themes in 2. And 3. Grade</p> <p><b>A THEME : MY SCHOOL EXCITEMENT</b></p> <ul style="list-style-type: none"> <li>• Comes prepared to the school</li> <li>• Shows positive values in his/her relationship with his/her friends</li> <li>• Makes the democratic applications are being applied in the school</li> <li>• Solves problem</li> <li>• Draws sketch</li> <li>• Accepts that winning and losing are natural</li> <li>• Gains trust by his/her honest acts</li> <li>• Explains the reasons of celebrating the national days</li> <li>• Makes research about Atatürk's education life</li> </ul> <p><b>B THEME: MY UNIQUE HOME</b></p> <ul style="list-style-type: none"> <li>• Obtains the address information</li> <li>• States his/her way home by using the directions</li> <li>• Makes research about the childhood of family members</li> <li>• Realizes that the family is a private environment by caring the relation and communication types in the family</li> <li>• Approaches without prejudice to different families</li> <li>• Respects to differences</li> <li>• Questions the workfellow in the family, achieves the tasks he/she takes</li> <li>• Makes weekly, daily work plan</li> <li>• Spends his/her money in an appropriate way by determining his/her priorities.</li> <li>• Accepts that he/she should put an effort to reach his/her goal</li> </ul> <p><b>C THEME: YESTERDAY, TODAY, TOMORROW</b></p> <ul style="list-style-type: none"> <li>• Shows the weather changes on graph by using calendar</li> <li>• Expresses the phenomenon and events related to Atatürk's life by art</li> <li>• Explains how the transportation vehicles changed in time</li> <li>• Apprehends the mutual connection between individual, society and environment</li> <li>• Creates solutions in order to be protected against natural disasters</li> <li>• Compares other countries flags with his/her flag, states the similar and different sides.</li> </ul>	<p><b>1-BODY HEALTH</b></p> <ul style="list-style-type: none"> <li>• Knows the internal organs</li> <li>• Recognizes the digestive system</li> <li>• Knows how to protect the digestive system</li> <li>• Knows healthy eating</li> <li>• Knows the respiratory system</li> <li>• Knows the circulatory system</li> <li>• Know the contents of the blood</li> <li>• Knows the excretory system</li> </ul> <p><b>2-PLANTS</b></p> <ul style="list-style-type: none"> <li>• Knows the organs of plants</li> <li>• Knows how plants reproduce</li> <li>• Knows the contents of the seed</li> <li>• Knows the growth stages of plants</li> </ul> <p><b>3-ANIMALS</b></p> <ul style="list-style-type: none"> <li>• Knows vertebrate and invertebrates animals</li> <li>• Knows the reproduction of animals</li> </ul> <p><b>4-LAND and SKY</b></p> <ul style="list-style-type: none"> <li>• Recognizes atmosphere</li> <li>• Knows the effect of height to temperature</li> <li>• Knows what's in the air</li> <li>• Knows the colours of rainbow</li> <li>• Distinguishes between transparent and opaque objects</li> <li>• Knows how day and night forms</li> <li>• Knows the seasons</li> <li>• Reads thermometer</li> <li>• Knows the effect of climate to vegetation</li> <li>• Knows the cycle of water</li> <li>• Knows how to save</li> </ul> <p><b>5-ELECTRICITY</b></p> <ul style="list-style-type: none"> <li>• Knows how electricity is produced</li> <li>• Knows how electricity is stored</li> <li>• Knows where electricity is used</li> <li>• Recognizes magnet polarity and knows their reaction</li> </ul>
5.Education Materials	Lesson Book, Photos, Pictures, Maps, Clock, Calendar, School Newspaper, Ballot, Flags, Documentary Films, Personal Hygiene Tools, Body Models, Environmental Posters	Pen, pencil, eraser

	TURKEY	SYRIA
<b>6.Education Methods</b>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Reasoning</li> <li>• Strategy development</li> <li>• Modeling</li> <li>• Research</li> <li>• IT</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Group work</li> <li>• Group assignments</li> <li>• Teacher-oriented</li> </ul>
<b>7.Measurement and Evaluation</b>	<ul style="list-style-type: none"> <li>• Multiple-choice test</li> <li>• True false</li> <li>• Fill-in-the-blanks</li> <li>• Open ended questions</li> <li>• Performance tasks</li> <li>• Presentations</li> <li>• Classroom participation</li> <li>• Homework</li> <li>• Peer appraisal, self appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Open ended questions</li> <li>• True false</li> <li>• Classroom participation</li> <li>• Homework</li> </ul>

	TURKEY	SYRIA
1.Weekly Lesson Hours	3	2
2.Total Weeks	36	30
3.Total Lesson Hours	108	60
4.Main Achievements and Subjects	<p><b>1. UNIT: I KNOW MYSELF</b></p> <ul style="list-style-type: none"> <li>Recognizes, expresses his/her feelings, thoughts</li> <li>Builds relationship between emotion thought and behaviour</li> <li>Respects other people's emotions and thoughts</li> <li>Ranks the events he/she experienced by chronology</li> <li>Makes an inference about his/her identity information</li> </ul> <p><b>2. UNIT: I LEARN MY PAST</b></p> <ul style="list-style-type: none"> <li>Creates a family history</li> <li>Realizes the factors which reflect the national culture</li> <li>Makes research about the national struggle process</li> <li>Realizes Atatürk's role in winning the national struggle, declaration of Republic</li> </ul> <p><b>3. UNIT: THE PLACE WE LIVE</b></p> <ul style="list-style-type: none"> <li>Finds his/her directions according to another object</li> <li>Explains his/her environment with shapes and schemas</li> <li>Differentiates the natural and ability elements from his/her environment</li> <li>Sketches his/her environment</li> <li>Stays prepared against natural disasters</li> </ul> <p><b>4. UNIT: FROM PRODUCTION TO CONSUMPTION</b></p> <ul style="list-style-type: none"> <li>Differentiates his/her requests and needs</li> <li>Uses his/her rights as a conscious consumer</li> <li>Creates the production, distribution and consumption network of products</li> <li>Associates the needs with jobs</li> </ul> <p><b>5. UNIT: FORTUNATELY THERE</b></p> <ul style="list-style-type: none"> <li>Classifies the technology products</li> <li>Compares yesterday, today in terms of technology</li> <li>Designs distinctive products</li> <li>Uses the technological products without hurting the nature and himself/herself</li> </ul> <p><b>6. UNIT: ALL TOGETHER</b></p> <ul style="list-style-type: none"> <li>Realizes that the society and the government is hand in hand</li> <li>Realizes the social organizations, official institutions and groups</li> <li>Associates the social organizations with social problems and needs</li> <li>Decides the social and educational activities he/she may participate</li> </ul> <p><b>7. UNIT: PEOPLE and ADMINISTRATION</b></p> <ul style="list-style-type: none"> <li>Recognizes the local administration units in areas he/she lives</li> <li>Gives example to the effect of public opinion to local administration</li> <li>Associates TBMM opening and national liberty</li> </ul>	<p><b>1-ORGANS</b></p> <ul style="list-style-type: none"> <li>Recognizes the muscles</li> <li>Recognizes the skeleton, joint and bones</li> <li>Knows the neural system</li> <li>Knows the brain and function</li> <li>Know what a spinal cord is</li> <li>Knows how to protect neural system</li> <li>Knows endocrinology</li> <li>Knows the parts of the eye, diseases and flaws</li> <li>Knows the parts of the ear, diseases and flaws</li> <li>Knows the parts of the skin, diseases and flaws</li> <li>Knows the tongue and parts</li> <li>Knows the nose and parts</li> <li>Knows fractures and dislocated bones</li> </ul> <p><b>2-ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>Knows components of the environment</li> <li>Knows the types of environment</li> <li>Knows how animals and plants live in harmony with environment</li> </ul> <p><b>3-LAND and SKY</b></p> <ul style="list-style-type: none"> <li>Recognizes stars and planets</li> <li>Knows solar system</li> <li>Knows water, air and soil pollution and how to self-protect</li> <li>Knows underground and rivers</li> <li>Knows the unit of measure for atmospheric pressure</li> <li>Knows earthquakes, volcanic explosions and results</li> </ul> <p><b>4-ELECTRICITY</b></p> <ul style="list-style-type: none"> <li>Recognizes electrical circuit</li> <li>Recognizes electric generator</li> <li>Knows how to self-protect from electricity damage</li> <li>Recognizes light bulbs</li> <li>Recognizes isolator objects</li> </ul> <p><b>5-SUBSTANCE</b></p> <ul style="list-style-type: none"> <li>Knows the states of substances (melting, evaporation, etc.)</li> <li>Knows how to measure temperature</li> </ul>

	TURKEY	SYRIA
4.Main Achievements and Subjects	<b>8. UNIT: MY DISTANT FRIENDS</b> <ul style="list-style-type: none"> <li>Realizes that there are various countries on earth</li> <li>Makes research related to lives of various societies</li> </ul> <p>Gives examples to common celebrating special days between societies.</p>	
5.Education Materials	Lesson Book, Photos, Pictures, Maps, Clock, Calendar, School Newspaper, Ballot, Flags, Documentary Films, Personal Hygiene Tools, Body Models, Environmental Posters	Pen, pencil, eraser
6.Education Methods	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Reasoning</li> <li>Strategy development</li> <li>Modeling</li> </ul> <ul style="list-style-type: none"> <li>Research</li> <li>IT</li> </ul>	<ul style="list-style-type: none"> <li>Reasoning</li> <li>Group work</li> <li>Group assignments</li> <li>Teacher-oriented</li> </ul>
7.Measurement and Evaluation	<ul style="list-style-type: none"> <li>Multiple-choice test</li> <li>True false</li> <li>Fill-in-the-blanks</li> <li>Open ended questions</li> <li>Performance tasks</li> <li>Presentations</li> <li>Classroom participation</li> <li>Homework</li> <li>Peer appraisal, self appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Open ended questions</li> <li>True false</li> <li>Classroom participation</li> <li>Homework</li> </ul>

	TURKEY	SYRIA
1.Weekly Lesson Hours	3	N/A
2.Total Weeks	36	N/A
3.Total Lesson Hours	108	N/A
4.Main Achievements and Subjects	<p><b>1. UNIT: FIVE SENSES</b></p> <ul style="list-style-type: none"> <li>In this unit students recognize the sense organs, apprehends their relationship each other, gain knowledge and skill about what should be done to protect the health of these organs.</li> </ul> <p><b>2. UNIT: LET'S KNOW THE FORCE</b></p> <ul style="list-style-type: none"> <li>In this unit students express the motion features in their environment</li> <li>Discovers by trying that pushing and pulling is a force.</li> <li>Explains by observing the effect of pushing and pulling forces on moving and stable objects.</li> </ul> <p><b>3. UNIT: LET'S KNOW THE MATTER</b></p> <ul style="list-style-type: none"> <li>Explains the basic features that qualify the matters by using five sense organs (hardness, softness, flexibility, fragility, colour, scent, etc.)</li> <li>Realizes that touching, tasting and smelling of certain matters may harm the living body.</li> <li>Takes responsibility in safety precautions while working with matters as individual or group.</li> <li>Classifies the matters in his/her environment according to their phases.</li> </ul> <p><b>4. UNIT: LIGHTS and SOUNDS AROUND US</b></p> <ul style="list-style-type: none"> <li>Realizes that light is necessary for the seeing event to happen.</li> <li>Classifies the light sources around him/her as natural and artificial.</li> <li>Observes that the density of sound is decisive for hearing and realizes that not everything can be heard by human ear.</li> <li>Apprehends the relationship between sound density and distance</li> <li>Apprehends that high-density sounds can cause hear loss.</li> <li>Realizes that every sound has a source and the sound spreads to every direction</li> <li>Classifies the natural and artificial sounds in his/her environment</li> </ul> <p><b>5. UNIT: JOURNEY TO THE WORLD OF LIVING</b></p> <ul style="list-style-type: none"> <li>Classifies beings as living and non-living</li> <li>Recognizes the environment he/she lives, takes active duty in cleaning the environments</li> <li>Explains the differences between natural and artificial environment</li> <li>Apprehends the importance of natural environment for livings, takes precautions to protect the environment.</li> <li>Apprehends the importance of using the sources economically such as electricity and water.</li> <li>Apprehends the importance of conditions that necessary for a healthy life and applies in his/her daily life.</li> </ul>	N/A

	TURKEY	SYRIA
4.Main Achievements and Subjects	<p><b>6. UNIT: ELECTRICAL TOOLS IN OUR LIFE</b></p> <ul style="list-style-type: none"> <li>Explains the importance of electricity in daily life by giving examples from his/her environment.</li> <li>Classifies the electrical tools according to their electricity sources</li> <li>Discusses the damages of waste batteries to the environment and what should be done about this subject.</li> <li>Makes research about what should be done in order to safe use of electricity in terms of life and property safety, apprehends the situations which may cause electric shock.</li> </ul> <p><b>7. UNIT: LET'S KNOW THE PLANETS</b></p> <ul style="list-style-type: none"> <li>Expresses that the shape of earth is similar to sphere</li> <li>Apprehends that there are lands and water on earth and there is an air layer which surrounds it.</li> <li>Compares the areas occupied by lands and water on a model.</li> </ul>	N/A
5.Education Materials	Lesson Book, Photos, Pictures, Maps, Clock, Calendar, School Newspaper, Ballot, Flags, Documentary Films, Personal Hygiene Tools, Body Models, Environmental Posters	N/A
6.Education Methods	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Reasoning</li> <li>Strategy development</li> <li>Modeling</li> <li>Research</li> <li>IT</li> </ul>	N/A
7.Measurement and Evaluation	<ul style="list-style-type: none"> <li>Multiple-choice test</li> <li>True false</li> <li>Fill-in-the-blanks</li> <li>Open ended questions</li> <li>Performance tasks</li> <li>Presentations</li> <li>Classroom participation</li> <li>Homework</li> <li>Peer appraisal, self appraisal</li> </ul>	N/A



	TURKEY	SYRIA
1.Weekly Lesson Hours	3	N/A
2.Total Weeks	36	N/A
3.Total Lesson Hours	108	N/A
4.Main Achievements and Subjects	<p><b>1. UNIT: LET'S SOLVE OUR BODY'S PUZZLE</b></p> <ul style="list-style-type: none"> <li>Apprehends the concepts of bone, joint, muscle and skeleton, which provide support, and movement of our body and explains the relationship between these structures.</li> <li>Explains the situations may affect the skeleton and muscle health with examples.</li> <li>Recognizes the structures and organs, which are responsible for respiration.</li> <li>Recognizes the structures and organs, which provide the circulation of blood in the body, show them on a model.</li> <li>Builds the relationship between exercise, respiration and pulse.</li> <li>Records and interprets the data related to pulse which he/she obtained as a result of exercise.</li> <li>Realizes the importance of doing exercise in terms of body health.</li> </ul> <p><b>2. UNIT: EFFECTS OF THE FORCE</b></p> <ul style="list-style-type: none"> <li>Makes experiments related to force changing the movement and shape of objects and discusses the results.</li> <li>Knows that what is a magnet and poles</li> <li>Discovers the matters, which the magnet effects by doing experiments.</li> <li>Gives example to usage areas of magnets in daily life.</li> </ul> <p><b>3. UNIT: LET'S KNOW THE MATTER</b></p> <ul style="list-style-type: none"> <li>Explains the basic features that qualify the matters by using five sense organs</li> <li>Knows the phases of matter and gives examples to different phases of the same matter.</li> <li>Compares the basic features belong to phases of matter.</li> <li>Compares the mass and volume of different matters by measuring them.</li> <li>Defines the matters by using measurable features.</li> <li>Makes experiments and designs related to heating and cooling of matters.</li> <li>Interprets the experiments and result related to the matter can change its phase by heat effect.</li> <li>Explains the differences between matter and object by defining them.</li> <li>Classifies the matters as pure and mixture he/she often uses in daily life, states the differences between them.</li> <li>Decides and tests the methods which can be used to separate mixtures.</li> <li>Discusses separating the mixtures in terms of contribution to the country economy and effective use of sources.</li> </ul> <p><b>4. UNIT: LIGHTING and SOUND TECHNOLOGIES FROM PAST TO PRESENT</b></p> <ul style="list-style-type: none"> <li>Compares the used lighting tools from past to present and realizes the contribution of technology on lighting tools development.</li> <li>Makes research about proper lighting.</li> </ul>	N/A

	TURKEY	SYRIA
4.Main Achievements and Subjects	<ul style="list-style-type: none"> <li>Discusses the importance of proper lighting for the eye health.</li> <li>Presents the importance of economical using of lighting tools in terms of country and family economy by making a research.</li> <li>Questions the reasons of light pollution.</li> <li>Explains the negative effects of light pollution on natural life and observation of celestial bodies.</li> <li>Produces solutions related to reduce the light pollution.</li> <li>Questions the reasons of noise pollution, explains the negative effects on human and environment.</li> <li>Produces solutions related to reduce the noise pollution</li> </ul> <p><b>5. UNIT: MICROORGANISMS and OUR ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>Knows the function of microscope, makes a research and reports its development in historical process</li> <li>Realizes the existence of microorganisms and observes them.</li> <li>Apprehends the importance of mutual interaction between human and environment.</li> <li>Discusses how the environmental pollution can be prevented.</li> <li>Keeps his/her close environment clean, designs projects in order to beautify his/her environment.</li> </ul> <p><b>6. UNIT: SIMPLE ELECTRIC CIRCUITS</b></p> <ul style="list-style-type: none"> <li>Recognizes the circuit elements with their functions which form the simple electric circuit and builds a working circuit.</li> <li>Knows that the electric buttons in house and school are circuit elements.</li> <li>Makes inference that there are connection cables inside the walls between electric buttons and light bulbs.</li> </ul> <p><b>7. UNIT: MOVEMENTS OF OUR EARTH</b></p> <ul style="list-style-type: none"> <li>Explains the rotation and cruise movements of earth and the events as a result of these movements.</li> </ul>	N/A
5.Education Materials	Lesson Book, Photos, Pictures, Maps, Clock, Calendar, School Newspaper, Ballot, Flags, Documentary Films, Personal Hygiene Tools, Body Models, Environmental Posters	N/A
6.Education Methods	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Reasoning</li> <li>Strategy development</li> <li>Modeling</li> </ul> <ul style="list-style-type: none"> <li>Research</li> <li>IT</li> </ul>	N/A
7.Measurement and Evaluation	<ul style="list-style-type: none"> <li>Multiple-choice test</li> <li>True false</li> <li>Fill-in-the-blanks</li> <li>Open ended questions</li> <li>Performance tasks</li> </ul> <ul style="list-style-type: none"> <li>Presentations</li> <li>Classroom participation</li> <li>Homework</li> <li>Peer appraisal, self appraisal</li> </ul>	N/A

**ENGLISH**



	TURKEY	SYRIA
1.Weekly Lesson Hours	N/A	3
2.Total Weeks	N/A	30
3.Total Lesson Hours	N/A	90
4.Main Achievements and Subjects	N/A	<b>READING and WRITING</b> <ul style="list-style-type: none"> <li>• Knows all the letters</li> <li>• (1-10) numbers (reads and writes)</li> <li>• Reads and writes at least one word with each letter</li> </ul>
5.Education Materials	N/A	Pen, Pencil, Eraser
6.Education Methods	N/A	<ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Group work</li> <li>• Group assignments</li> <li>• Teacher-oriented</li> </ul>
7.Measurement and Evaluation	N/A	<ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• True False</li> <li>• Fill in the blanks</li> <li>• Homework assignments</li> <li>• In-class participation</li> </ul>

	TURKEY	SYRIA
1.Weekly Lesson Hours	2	2
2.Total Weeks	36	30
3.Total Lesson Hours	72	60
4.Main Achievements and Subjects	<ol style="list-style-type: none"> <li>1. WORDS (common words in both languages)</li> <li>2. FRIENDS (Meeting, How are you? Good morning, Good evening, Hello in different languages)</li> <li>3. IN THE CLASSROOM (Apologizing, expression used at the class, verbs used at the class)</li> <li>4. NUMBERS (Numbers, classroom equipment)</li> <li>5. COLORS</li> <li>6. AT THE PLAYGROUND (Some plays, some daily verbs, let's)</li> <li>7. BODY PARTS</li> <li>8. PETS (Pets, adverbs of place)</li> <li>9. FRUITS (Fruits, some verbs)</li> <li>10. ANIMALS (Some animals, can, can't, like or not)</li> </ol>	<b>READING and WRITING</b> <ul style="list-style-type: none"> <li>• Memorizes songs in English</li> <li>• Answers questions asked in English</li> <li>• Knows numbers 1-15</li> <li>• Make conversations with friends in English</li> <li>• Knows the clock in English</li> </ul>
5.Education Materials	Lesson Book, Dictionary, Speller, Poems, Story Books, Story CD's, Photos, Pictures,	Pen, Pencil, Eraser
6.Education Methods	<ul style="list-style-type: none"> <li>• Games</li> <li>• Tongue Twisters</li> <li>• Grammer</li> <li>• Painting</li> <li>• Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Grammer-translation</li> <li>• Direct-Method</li> <li>• Natural- Method</li> <li>• Audio, Lingual Method</li> </ul>
7.Measurement and Evaluation	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Test</li> <li>• Portfolio</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Group work</li> <li>• Group assignments</li> <li>• Teacher-oriented</li> </ul>
	<ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• True False</li> <li>• Fill in the blanks</li> <li>• Homework assignments</li> <li>• In-class participation</li> </ul>	

	TURKEY	SYRIA
1.Weekly Lesson Hours	2	2
2.Total Weeks	36	30
3.Total Lesson Hours	72	60
4.Main Achievements and Subjects	<ol style="list-style-type: none"> <li>1. WHEEL ON THE FORTUNE (numbers between 11-20, some important verbs)</li> <li>2. MY FAMILY (Family members and question of Who)</li> <li>3. PEOPLE I LOVE (some adjectives on characteristics, verb of to be, can)</li> <li>4. FEELINGS (feelings, present continuous tense)</li> <li>5. TOYS and GAMES (Toys, games, geometrical shapes, how many, verb of to have, there is/there are)</li> <li>6. MY HOUSE (Departments of house, household goods, where, adverbs of place, some adjectives)</li> <li>7. IN MY CITY (public buildings, adverbs of place)</li> <li>8. TRANSPORTATION (vehicles, where, adverbs of place)</li> <li>9. WEATHER (weather and present continuous tense)</li> <li>10. NATURE (animals, verb of to like, there is/there are, colors and adjectives)</li> </ol>	<p><b>READING and WRITING</b></p> <ul style="list-style-type: none"> <li>• Reads short stories</li> <li>• Reads and writes months and seasons</li> <li>• Knows hobbies</li> <li>• Knows numbers (1-200) both in writing and as shape</li> <li>• Knows occupations</li> <li>• Writes short sentences</li> <li>• Uses past forms of words</li> <li>• Writes and memorizes all songs in the book</li> <li>• Explains status</li> <li>• Describes directions (above, below, right, left)</li> </ul>
5.Education Materials	Text Book, Dictionary, Poems, Flashcards, Story CD's, Photos, Pictures	Pen, Pencil, Eraser
6.Education Methods	<ul style="list-style-type: none"> <li>• Games</li> <li>• Tongue Twisters</li> <li>• Grammer</li> <li>• Painting</li> <li>• Drama</li> <li>• Grammer-translation</li> <li>• Direct-Method</li> <li>• Natural- Method</li> <li>• Audio, Lingual Method</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Group work</li> <li>• Group assignments</li> <li>• Teacher-oriented</li> </ul>
7.Measurement and Evaluation	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Test</li> <li>• Portfolio</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• True False</li> <li>• Fill in the blanks</li> <li>• Homework assignments</li> <li>• In-class participation</li> </ul>

	TURKEY	SYRIA
1.Weekly Lesson Hours	2	3
2.Total Weeks	36	30
3.Total Lesson Hours	72	90
4.Main Achievements and Subjects	<ol style="list-style-type: none"> <li>1. IN THE CLASSROOM (numbers between 20-100,requesting something politely, classroom instructions,thanks in different languages)</li> <li>2. CHILDREN'S DAY (countries,nations,continents)</li> <li>3. FREE TIME (favourite activities and like/dislike)</li> <li>4. CARTOON CHARACTERS (can,some actions,my,your,his/her ...)</li> <li>5. MY DAY (simple present tense,daily activities,asking and saying the time)</li> <li>6. DOING EXPERIMENTS (words on experiments,laboratory equipment, imperative sentences, adverbs of place)</li> <li>7. JOBS (professions, like/dislike,workplaces)</li> <li>8. MY CLOTHES (clothes, seasons, weather condition)</li> <li>9. MY FRIENDS (description of characteristics and appearances of people)</li> <li>10. FOOD and DRINKS (food and beverages,proposal sentences, food cultures)</li> </ol>	<p><b>READING and WRITING</b></p> <ul style="list-style-type: none"> <li>• Reads and knows all lessons on textbook</li> <li>• Reads and answers all questions</li> <li>• Self-expression in English</li> <li>• Writes short and long sentences given appropriately</li> <li>• Express self in writing</li> <li>• Writes and answers questions</li> <li>• Knows the clock</li> <li>• Writes short messages, letters and stories</li> <li>• Creates stories by looking at a picture</li> <li>• Matches given words with groups</li> </ul>
5.Education Materials	Text Book, Dictionary, Speller, Poems, Story Books, Story CD's, Photos, Pictures,	Pen, Pencil, Eraser
6.Education Methods	<ul style="list-style-type: none"> <li>• Games</li> <li>• Tongue Twisters</li> <li>• Grammer</li> <li>• Painting</li> <li>• Drama</li> <li>• Grammer-translation</li> <li>• Direct-Method</li> <li>• Natural- Method</li> <li>• Audio, Lingual Method</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Group work</li> <li>• Group assignments</li> <li>• Teacher-oriented</li> </ul>
7.Measurement and Evaluation	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Test</li> <li>• Portfolio</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• True False</li> <li>• Fill in the blanks</li> <li>• Homework assignments</li> <li>• In-class participation</li> </ul>