

MARMARA EDUCATIONAL INSTITUTIONS PYP BROCHURE

IB Mission Definition

The International Baccalaureate aims to raise inquiring, knowledgeable and sensitive young people who want to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization cooperates with schools, governments and international organizations to develop internationally recognized outstanding educational programs and rigorous assessment and evaluation programs.

These programs encourage students from all corners of the world to be active, compassionate and lifelong learners who understand that the opinions of others may also be correct.

Authorization Success

Istanbul Private Marmara Kindergarten and Primary School is authorized to implement the International Baccalaureate Primary Years Program. Thus, Marmara Educational Institutions took its place among the distinguished institutions that were entitled to implement the PYP program of the International Baccalaureate Organization that provides world-class education. In Istanbul Marmara Education Institutions, PYP is applied from kindergarten to the end of 4th grade.

What is PYP?

The PYP aims to create a synthesis of best research and practice from various national systems to create a trans-disciplinary curriculum that is meaningful, appealing to, and allows them to struggle, for children aged 3-12. The PYP emphasizes that knowledge alone is not sufficient, and that appropriate concepts, skills and attitudes should also be developed. This program aims to create a classroom environment where both students and teachers are actively questioning, rather than listing the information that needs to be learned, and aims to raise international individuals.

What are the Learning Outcomes of Students in the PYP?

Queries

Their natural curiosity is supported. They have acquired the skills necessary to conduct purposeful, constructive research.

Thinker

They have acquired skills in applying their thinking skills critically and creatively to make rational decisions and solve problems.

Communicates

They can express themselves confidently in multiple languages, including the language of mathematical symbols.

Takes risks

They take a fearless approach to unfamiliar situations and have the confidence and independence to explore new strategies.

Knowledgeable

In our educational institution, they gave importance to researching themes of international interest and importance. In this way, they have acquired an important knowledge.

Principled

They have absorbed the moral principles quite well. They are honest, truthful and sensitive.

Sensitive

They show sensitivity to the needs of others.

Open-minded

They respect the differences of other individuals and cultures.

Balanced

They understand the importance of physical and mental balance and personal health.

In the PYP, the school's curriculum includes all academic and non-academic student activities that the school undertakes because all of these studies support the student's learning. The program also tries to strike a balance between the effort to understand, acquire the necessary knowledge and skills, develop positive attitudes, and provide the opportunity to exhibit positive behavior. PYP highlights 5 basic elements in terms of achieving this balance:

1. Concepts

2. Information

3. Skills

4. Attitudes

5. Behavior

Concepts

There are eight concepts in the curriculum. These concepts are:

- Shape
- Function
- Reason result
- Change
- Connection
- Perspective
- Responsibility
- Alternating thinking

Information

The PYP determined themes - knowledge areas instead of establishing a fixed curriculum. These themes - knowledge areas:

- It is important for all students and all cultures.
- It gives students the opportunity to research information that is really important to understanding the human condition.
- It deals with the fields of knowledge that constitute the traditional disciplines, but presents them in a way that goes beyond the boundaries of these disciplines, thus facilitating supradisciplinary planning and teaching.
- It will come up again and again in the education of the student and as a result, a certain curriculum content will be formed from pre-school to secondary school education.
- The school's inquiry program is prepared around the structure of these themes and students' learning outcomes.

Themes

1. Who we are

Topics questioned: The person's own nature, our beliefs and values, our personal health (physical, spiritual, social), our family, friends, societies and cultures, our rights and responsibilities, and the meaning of being human

2. Where are we in terms of place and time

Topics questioned: Our place in time and space; our history and geography, our history and geography from local and global perspectives; our physical and spiritual home and travels; the great discoveries, travels, migrations of man; achievements of humankind and contributions of individuals and civilizations; the ups and downs of humanity, the state of our race

3. How we express ourselves

Topics questioned: How we express our nature, ideas, feelings, beliefs and values through language and art.

4. How does the world work

Topics questioned: Physical and material world; natural and man-made phenomena; world of science and technology.

5. How we organize ourselves

Topics in question: Human systems and societies; business world, its nature and value; employment and unemployment and their personal and global effects.

6. Sharing the Planet

Topics questioned: Our rights and responsibilities when trying to share limited resources with other people, other species; individuals and societies; people and animals; the relationships within and between them.

Skills

Understanding is an indispensable element in terms of PYP's principles. However, the importance given to understanding concepts should not prevent realization of how important it is to develop skills. The clarification of the meaning and therefore the understanding of a topic will be completed by the student's acquisition and use of various skills.

Students need to be able to make a purposeful inquiry, to be well prepared for their further education, and to acquire many other skills in addition to the skills described as basic skills for their after-school life.

Skills

Social Skills

- Accepting responsibility
- Respect for others
- Ability to work with others
- Ability to resolve conflicts
- Group decision making
- Ability to adapt to different roles

Research Skills

- Questioning
- Observation
- Planning
- Data collecting
- Saving data
- Editing data
- To be able to interpret the data
- Presenting research results

Thinking Skills

- Knowledge acquisition
- Understanding
- Application
- Being able to analyze
- To be able to synthesize
- Evaluation
- Ability to evaluate more than one perspective at the same time
- Reflection on thinking

Communication skills

- Listening
- Speaking
- Read
- Writing
- Non-verbal communication

Self-Management Skills

- Gross motor skills
- Fine motor skills
- Space / space awareness
- Organization
- Time management
- Security
- Healthy lifestyle
- Behavior patterns
- Conscious choices

Behaviours

The PYP believes that international education should go beyond mental skills to include not only attitudes but also thoughtful and appropriate behavior. Students must be able to make a difference in our world for our world.

PYP in Marmara Education Institutions

Developed for children aged 3-12, PYP is an international and trans-field program that emphasizes the social, physical, cultural and emotional development of the student as well as academic knowledge, thus aiming to raise the child as a whole.

In Marmara Education Institutions, PYP is implemented with sensitivity to the requirements of the education program of National Education. The fact that the PYP is an international program does not constitute an obstacle for raising secular young people who know their language and culture very well. In Marmara Education Institutions, it is essential that all subjects and units that are required to be learned in the education program of National Education are covered. All units in the MEB program are organized as “PYP inquiry units” under 6 information themes at each grade level, and students are provided with access to information with the inquiry method and full learning approach. In this way, the units that must be processed are enriched in line with the PYP's international perspective and the aim of reaching universal values.

MARMARA EDUCATIONAL INSTITUTIONS PYP PROGRAM OF INQUIRY 2021 /2022						
TRANSCIPLINARY THEME	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
	Questioning of one's own nature, beliefs and values, personal, physical, mental, social and spiritual health, human relations rights and responsibilities, including families, friends, communities and cultures the meaning of being human.	Questioning about space and time; our personal history, homes and travels, humanity's discoveries, inventions and migrations, the relationships between individuals and civilizations from a local and global perspective, and their interconnections.	Questioning the ways of discovering and expressing thoughts, feelings, nature, culture, beliefs, values, thinking about our creativity, developing and enjoying our creativity, appreciating the aesthetic.	Questioning about nature and its laws; The interaction between nature (physical and biological) and human societies, how people use their understanding of scientific principles, the impact of scientific and technological developments on society and the environment.	Questioning about human-made systems and the interconnectedness of communities; structure and function of organizations, society's decision-making, economic activities and their effects on humanity and the environment. effect.	Questioning about rights and responsibilities in the struggle to share limited resources with other people and other living creatures; societies and relations between and within societies, access to equal opportunities, peace and conflict resolution.
AGE 5	20.09.2021 / 12.11.2021 Central Idea: People have different characteristics and abilities. Key Concepts: Form, Perspective, Change Related Concepts: Personality, Interests, Individual differences Inquiry Into: •Physical characteristics •Our skills •Our interests		22.11.2021 / 21.01.2022 Central Idea: People express their feelings in different ways. Key Concepts: Form, Connection, Perspective Related Concepts: Communication, Feeling, Awareness Inquiry Into : • Our feelings • How we express our feelings • Our reaction to other people's feelings		07.02.2022 / 25.03.2022 Central Idea: People use different vehicles to go from one place to another. Key Concepts: Form, Function, Responsibility Related Concepts: Vehicles, Rules, Caution Inquiry Into: • Types of vehicles • Use of vehicles • The rules we should obey on board	28.03.2022 / 27.05.2022 Central Idea: The world is a place shared by living things. Key Concepts: Form, Function, Responsibility Related Concepts: Animals, Classification, Protection Inquiry Into: • Kinds of animals • Common features of animals animal life • Responsibilities for animals
AGE 6	18.10.2021 / 10.12.2021 Central Idea: Knowing and protecting the body is essential for a healthy life. Key concepts: Form, Function, Responsibility Related Concepts: Body, Organs, Health Inquiry Into: •Parts of our body •Our organs •What we should do for our health	13.12.2021 / 21.01.2022 Central Idea: Our lives change as time passes. Key Concepts: Form, Change, Connection Related Concepts: Invention, Innovation, Past Inquiry Into: •Old people's belongings •Lives of ancient people • Our life today	23.05.2022 / 17.06.2022 Central idea: We can express ourselves through movements and dance. Key Concepts: Function, Form, Perspective Related Concepts: Communication, Dramatisation, Composition Inquiry Into: •Dance and creativity •Music and movement in dance •The thoughts and feelings expressed through dance	07.02.2022 / 25.03.2022 Central Idea: We organize ourselves according to time. Key Concepts: Function, Cause / Effect, Connection Related Concepts: Calendar, Time, Progress Inquiry Into: • Time expressing concepts • Tools to measure time • The importance of time in our lives	06.09.2021 / 15.10.2021 Central Idea: Rules help us organize our lives. Key Concepts: Responsibility, Function, Causation Related Concepts: Tasks,Traditions, Communication Inquiry Into: •Rules •The place and importance of rules in our lives •Rules of good manners	28.03.2022 / 20.05.2022 Central Idea: We need nature and have responsibilities towards it. Key Concepts: Change, Responsibility, Causation Related Concepts: Habitat, Protection, Need Inquiry Into: • We need nature • Changes in nature • Our responsibilities towards nature
GRADE 1	25.10.2021 / 26.11.2021 Central Idea: Behaviors and responsibilities in the environment affect relationships. Key Concepts: Causation, Responsibility, Connection Related Concepts: Communication, Rights, Duties and Relations Inquiry Into: • Attitudes affecting us and the environment • Responsibilities for ourselves and the environment • Our relations	03.01.2022 / 11.02.2022 Central Idea: People and animals have different living spaces. Key Concepts: Form, Function, Cause and effect Related Concepts: Safe Life, Sheltering, Need Inquiry Into: • Why we need a shelter • Creatures and their shelters • The effects of the changes in habitats	14.02.2022 / 18.03.2022 Central Idea: Games contribute to the expression of our feelings and ideas and help self improvement. Key Concepts: Function, Responsibility, Perspective Related Concepts: Communication, Enjoyment, Toys, Creativity Inquiry Into: • Types and rules of games • What we feel as playing games • Benefits of games	02.05.2022 / 03.06.2022 Central Ideas: Movements of the earth affects our life. Key Concepts: Change, Cause and Effect, Connection Related Concepts: Cycles, Earth, Natural Events Inquiry Into: • Our Earth and its movements • Natural events • The effects of natural events on our lives	29.11.2021 / 31.12.2021 Central Idea: Communities need different professions to meet their necessities. Key Concepts: Function, Responsibility, Perspective Related Concepts: Tasks, Necessities,Differences Inquiry Into: • Professions and their functions • Different aspects of professions • The contributions of occupations to our lives	21.03.2022 / 29.04.2022 Central Idea: The continuity of water resources necessary for living life depends on the way of use. Key Concepts: Responsibility, Cause and Effect, Consciousness Related Concepts: Saving, Impact, Need Inquiry Into: • The importance of water for the living creatures • Water resources • Economical usage of water
GRADE 2	11.10.2021 / 12.11.2021 Central Idea: Choices in nutrition affect our health. Key Concepts: Responsibility, Causation Related Concepts: Choice, Health, Balance Inquiry Into: • The foods consumed by humans • Food Habits • Effects of nutrition on health	20.12.2021 / 21.01.2022 Central Idea: Houses that people live have different characteristics. Key Concepts: Change, Form, Causation Related Concepts: Living space, Environmental Factors, Building, Settlement Inquiry Into: • Our home • Variety of houses • Houses from past to present	02.05.2022 / 03.06.2022 Central Idea: Fairy tales take us to different worlds. Key Concepts: Connection, Form, Perspective Related Concepts: Expression, Character, Imagination Inquiry Into: • The effects of fairy tales on children's imagination. • Components of fairy tales. • The differences and similarities in fairy tales	14.03.2022 / 22.04.2022 Central Idea: Raising an awareness about natural disasters, help us develop the precautions. Key Concepts: Form, Causation, Responsibility Related Concepts: Danger, Damage, Precaution Inquiry Into: • Types of natural disasters • The effects of natural disasters on inhabitant areas. • Protection against natural disasters	22.11.2021 / 17.12.2021 Central Idea: Communities make rules for transportation. Key Concepts: Causation, Responsibility, Function Related Concepts: Transportation, Safety, Rules Inquiry Into: • The factors affecting transportation • The effects of safe transportation and rules on our lives • Universality of transportation	07.02.2022 / 11.03.2022 Central Idea: Usage of the resources affect our future. Key Concepts: Causation, Responsibility, Function Related Concepts: Protecting natural resources, Consumption, Energy Inquiry Into: •Our resources • The right usage of natural resources •The effects of the right usage of resources on our future
GRADE 3	25.10.2021 / 26.11.2021 Central Idea: There are rights and responsibilities at every stage of life. Key Concepts: Responsibility, Connection, Perspective Related Concepts: Right, Equality, Responsibility Inquiry Into: • Rights and responsibilities in school and family • World Children's right • Human Rights	14.02.2022 / 18.03.2022 Central Idea: Methods and tools we use help us to understand the locations. Key Concepts: Form, Function,Connection Related Concepts: Place, Signs, Tools Inquiry Into: • Description of the places we live in • Tools used in location determination • Reading maps	03.01.2022 / 11.02.2022 Central Idea: Commercials affect our choices. Key Concepts: Form, Perspective, Connection Related Concepts: Target Audience, Communication, Consumption Inquiry Into: •The persuading methods of commercials •The relation between commercials and target audience •The effects of commercials in our daily choices	25.04.2021 / 03.06.2022 Central Idea: Technology affects people's lives. Key Concepts: Form, Function, Change, Convenience Related Concepts: Invention, Technological Developments, Facilities Inquiry Into: • What technology is • Technology from past to present • The contributions of technology to our lives	29.11.2021 / 31.12.2021 Central Idea: Leaders direct the community. Key Concepts: Form, Function, Responsibility Related Concepts: Responsibility, Ethics, Directing Inquiry Into: • Leadership • Leaders in various area • The effects of leaders on communities	21.03.2022 / 22.04.2022 Central Idea: The peaceful solutions for the conflicts increase the life quality. Key Concepts: Perspective,Responsibility, Causation Related Concepts: Conflict,Solution,Peace Inquiry Into: • Reasons for conflict • Methods and solutions of conflict • Living in peace
GRADE 4	11.10.2021 / 12.11.2021 Central Idea: It is important to know the nutritional ingredients and eat a balanced diet for a healthy life. Key Concepts: Function, Connection, Causation Related Concepts: Healthy Life, Food Pyramid, Harmful habits Inquiry Into: •Nutrients and properties •Human health and balanced nutrition • Factors that negatively affect our health	22.11.2021 / 17.12.2021 Central Idea: Learning our history enlightens today. Key Concepts: Causation, Change,Form Related Concepts: History, Culture, Values Inquiry Into: • Family history • National culture • The effect of National Struggle (War of Independence) on modern day	20.12.2021 / 21.01.2022 Central Idea: The works of children's literature enrich our world of feelings and ideas. Key Concepts: Form, Perspective, Function Related Concepts: Communication, Literary Works, Diversity Inquiry Into: • Types of children's literature • Children's literature from the past to today • The contribution of literature to our lives	07.02.2022 / 04.03.2022 Central Idea: The changes in the matters via natural or unnatural ways ensure the use of the materials in different areas. Key Concepts: Form, Change, Function Related Concepts: Transformation Cycle, Properties, Change of States Inquiry Into: • Characteristics of matter • Factors leading change in the matters • Use of the matters in different areas	07.03.2022 / 08.04.2022 Central Idea: People serve the community through non-governmental organizations. Key Concepts: Function, Perspective, Responsibility Related Concepts: Social Responsibility, Solidarity, Need Inquiry Into: • Need for getting organized. • Non-governmental organizations services • Our contributions to non-governmental organizations	PYP EXHIBITION

MARMARA EDUCATION INSTITUTIONS

Mission, Vision, Philosophy and Objectives

A. Our Mission (Our Self-View)

To educate the citizens of the world who are equipped for the information age, ready for higher education, have learned to learn throughout life, who are proud of their national identity and who can successfully represent their country.

B. Our Vision

As a school that provides world-class education, it is to graduate the children of its graduates.

C. Our Philosophy and Objectives

In line with our objectives, our goals are to provide a qualified and holistic education to our students;

- Adhering to Atatürk's principles and reforms,
- Having achieved high success both in the country and abroad throughout their academic life,
- Being able to develop themselves mentally, physically and spiritually and continue life-long learning as balanced individuals, starting from higher education,
- Knowing how to think critically, equipped with social skills and able to communicate effectively,
- Fair, believing in mutual respect; adhering to the principles of human rights, moral life, tolerance and personal discipline,
- Adopting the idea that by learning more than one language and through intercultural interaction, they can benefit more from the richness offered by different cultures and perspectives,
- Sensitive to environmental problems and giving importance to the protection of nature,
- By using scientific methods, literary and artistic approaches, information technologies and social sciences, creative and innovative people adapt to their profession and life.
- Responsible, taking initiative, finishing the job that they started, honest, generous, able to work in a team, democratic leader,
- To ensure that they grow up as individuals who participate in democratic processes and take part in voluntary aid organizations with the aim of serving humanity throughout their lives.