AN ANALYSIS OF THE CENTURY OF TÜRKİYE EDUCATION MODEL (CTEM) CURRICULA WITHIN THE FRAMEWORK OF THE COUNCIL OF EUROPE'S DIGITAL CITIZENSHIP EDUCATION (DCE) PLANNER

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FOREWORD

In today's world, where digital technologies affect every aspect of life, it is essential for individuals to be not only users of technology but also producers of it and to grow up as digital citizens. In this regard, one of the tasks of education systems should be to prepare individuals for the opportunities and risks presented by the digital world.

A comprehensive transformation is being carried out in line with the Century of Türkiye Education Model (CTEM) to cultivating competent and virtuous individuals. CTEM presents an approach that considers development appropriate to the era. In this context, digital citizenship is considered to be not only an area of technology education but also a fundamental competency that shapes how students exist in the digital world.

Structuring digital citizenship education from an early age is crucial in that it raises awareness of the problems individuals may encounter in the digital world, helping them act correctly, safely and sensitively in online environments, and exercise their digital rights in an informed manner.

Therefore, a systematic analysis of how the curricula developed within the framework of CTEM and gradually implemented as of the 2024-2025 academic year address the concept of digital citizenship is valuable both in terms of highlighting the current state of affairs and guiding future policies.

This report reveals the extent to which the Pre-school Curriculum and the curricula for 25 subjects developed within the CTEM incorporate the different domains of digital citizenship. The findings obtained from the analyses provide important clues about how the curricula structure the theme of digital citizenship and reveal areas for development in this field. Moreover, the report contains comparisons between the digital citizenship outcomes developed by the European Commission and the CTEM programmes.

I would like to thank my colleagues who contributed to the preparation of this report and hope that this work will make a valuable contribution to both our education policies and teaching activities in the field.

Prof. Dr. Cihad DEMİRLİ

Head of the Board of Education

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1. INTRODUCTION

The rapid advancement of digital technologies and their integration into every aspect of life entails that individuals exist effectively, ethically, and responsibly in digital environments. The increasing convergence of online and face-to-face interaction spaces has led to the concept of citizenship extending beyond its traditional boundaries, and in this context, the concept of "digital citizenship" has gained ground in the literature (Kim & Choi, 2018).

Digital citizenship is a multidimensional concept that encompasses individuals' informed, safe, ethical, and responsible use of digital technologies. It consists of various sub-domains such as digital access, digital communication, digital ethics, digital security, and digital literacy (Choi et al., 2017). The Digital Citizenship Education Planner (DCE Planner – A Curriculum Framework for Digital Citizenship Education), introduced at the first Digital Citizenship Education Forum held in Strasbourg in May 2025, addresses digital citizenship around ten domains: i. access and inclusion, ii. learning and creativity, iii. media and information literacy, iv. ethics and empathy, v. health and wellbeing, vi. e-Presence and Communications, vii. active participation, viii. rights and responsibilities, ix. privacy and security, and x. consumer awareness (Council of Europe, 2025a). In the "Digital Citizenship Framework at School", digital citizenship is grouped under nine elements by Ribble (2015): i. digital access, ii. digital commerce, iii. digital communication, iv. digital literacy, v. digital etiquette, vi. digital law, vii. digital rights and responsibilities, viii. digital health and wellness, and ix. digital safety and security.

Today, digital technologies have fundamentally transformed the ways in which individuals access information, communicate, learn, produce and participate in society. In this context, digital citizenship education stands out as one of the indispensable areas of education in the 21st century (Ribble, 2021). Digital citizenship education aims to cultivate individuals not only as technology users but also as active members of the digital society who are aware of their rights and responsibilities in online environments, sensitive to ethical values, and able to critically evaluate information (James et al., 2019). It is crucial that digital citizenship education begins at an early age and is systematically continued throughout compulsory education. Nowadays, as the age of first encounter with digital media continues to decrease,

children begin interacting with digital devices from the pre-school period onwards. This early interaction directly influences the way children perceive the world and their attitudes towards digital environments (Akkoyunlu & Pınar, 2024; Ohler, 2011).

Digital citizenship education, starting from pre-school and continuing through primary and secondary school, increases students' digital literacy levels and raises their awareness of the ethical issues they may encounter in digital environments (Choi, 2016; Ng, 2012). Students' informed participation in online environments renders them effective elements of digital democracy (Ribble, 2012). According to Emejulu and McGregor (2016), digital citizenship education at secondary school level should be addressed with more in-depth content and focus on issues such as social media behaviour, digital identity creation, and ethical responsibilities in content production. The aim of digital citizenship education should be to make sure that students behave consciously in the face of problems frequently encountered in this age group, such as cyberbullying, digital privacy violations and digital addiction.

This report aims to investigate how the concept of digital citizenship is addressed in national and international research and to analyse how the concept of digital citizenship is structured within the Turkish education system through curricula. To this end, the Pre-school Curriculum developed within the framework of the 2024 Century of Türkiye Education Model and the curricula of a total of 25 courses at primary, secondary and upper secondary levels are explored, and the extent to which the concept of "digital citizenship" is included in such programmes at the course and grade levels is investigated. Based on the findings, recommendations are made on how digital citizenship education could be more effectively integrated into education policies.

2. LITERATURE REVIEW

2.1. DIGITAL CITIZENSHIP IN POLICY AND STRATEGY DOCUMENTS

The broad impact of the concept of digital citizenship, ranging from education to social participation and from individual rights to national security, has attracted the attention of policymakers at national and international levels. Consequently, this topic has been addressed in various strategy documents, action plans and regulations. In Türkiye, development plans, strategy documents, and other legal texts prepared in recent years to adapt to the digitalisation process also address digital citizenship directly or indirectly, thereby developing policies aimed at promoting responsible and informed behaviour by individuals in digital environments. This section examines the strategic plans of the Ministry of National Education (MoNE), the Digital Türkiye and e-Government documents, Artificial Intelligence Strategy, Cyber Security Strategy, and the Teaching Profession Law are explored to analyse how the concept of digital citizenship is defined in these documents, which domains are emphasised, and whether it is linked to education. This review aims to provide a comprehensive perspective on how Türkiye translates the concept of digital citizenship into policy implementation.

2.1.1. Digital Citizenship in Development Plans

The impacts of digital transformation in the social, economic and administrative spheres have led to the emergence of new objectives and policy areas linked to digital citizenship in development plans. In this context, Türkiye's Twelfth Development Plan, covering the period 2024-2028, includes policies related to digital citizenship in many areas, such as digitalisation, the transformation of public services, and the restructuring of the education system (Presidency of the Republic of Türkiye, 2023).

The section of the plan entitled "Democratic Good Governance Based on Justice" emphasises that public services must be provided in a transparent, participatory and accessible manner, and in line with this objective, the integration of the digitalisation process into public administration is highlighted as a fundamental strategy. The heading "e-Government Applications" in the Eleventh Development Plan has been expanded in this context and redefined under the concept of "Digital Government"

in the Twelfth Development Plan. The Digital Government approach aims to promote the provision of public services in a holistic, user-oriented and participatory manner (Presidency of the Republic of Türkiye, 2023, p. 233).

In the field of education, many policies and measures directly related to digital citizenship are noteworthy. The Development Plan emphasises that education policies should not only focus on knowledge transfer but also on developing individuals' higher-level cognitive skills, such as obtaining information from reliable sources, critical thinking, and problem-solving. In this regard, it is stated that curricula will be restructured within the framework of the principles of individualisation, accessibility and diversification, and that digital technologies will be effectively integrated into these programmes (p. 44).

In particular, policy items 667 and 669 explicitly mention educational objectives related to digital citizenship (pp. 154-155):

- *667. The correct use of technology in education will be ensured, technological literacy will be increased, and inequalities arising from the use of technology will be reduced.*
    - *667.1. Fibre optics infrastructure and interactive whiteboard usage in schools will be expanded.*
    - *667.2. The digital skills of students and teachers will be developed, and training will be provided on digital platforms such as the Education Information Network (EBA) and the Teacher Information Network (ÖBA) for the correct use of technology.*
    - *667.3. Digital content used in teacher training will be enriched.*
- *669. Curricula will be updated in line with global developments and needs, based on national, spiritual, moral and universal values, and the quality and quantity of digital content will be improved.*

2.1.2. Ministry of National Education's 2024-2028 Strategic Plan

The Ministry of National Education's 2024–2028 Strategic Plan contains important strategies aimed at developing the technological infrastructure in education, promoting the widespread use of information and communication technologies, and enhancing digital skills in order to adapt to the digitalising world. The Plan aims to transform the education system from a teaching-focused structure into a dynamic one

capable of responding to changing social and individual needs alongside digitalisation. In this context, it is evident applications and targets directly related to digital citizenship are extensively covered.

Under the heading “technological resources” in the Strategic Plan, it is stated that various infrastructure systems have been developed to ensure that the Ministry’s activities are carried out more effectively and accessibly in the digital environment. In this context, numerous modules are actively used through the Ministry of National Education Information Systems (MEBBIS), which digitises services for students, teachers, parents, staff, and citizens. These modules include systems for teaching, examinations, personnel affairs, scholarships, project management, equivalence, special education, and international relations, thereby ensuring the coordination of both central and provincial organisations in the digital environment (Ministry of National Education, 2024).

One of the applications supporting citizen participation and the exercise of digital rights is the Ministry of National Education Communication Centre (MEBİM). Operating within the framework of the Right to Information Law No. 4982 and the Law No. 3071 on the Exercise of the Right to Petition, this platform aims to ensure that the process is carried out transparently and accessibly by receiving information requests, suggestions, and complaints from students, parents, teachers, and other citizens on a 24/7 basis. In this respect, these and other digital services offered by the MoNE also support the concept of participatory and accountable public administration.

The FATİH Project, which is being carried out to ensure equal opportunities in education and reduce the digital divide, also occupies an important place in the Strategic Plan. Under the project, which covers all lower secondary and upper secondary education institutions, classrooms are being equipped with information technology hardware. Furthermore, tablets are planned to be developed to teachers and students, and information technology-supported teaching content is being developed. Furthermore, curricula are being adapted to align with this digital transformation.

The Ministry of National Education’s digital transformation vision encompasses not only strengthening the technical infrastructure but also equipping individuals with the skills to act effectively, in an informed manner, and responsibly in the digital

environment. In this respect, the Strategic Plan provides a framework that indirectly supports the concept of digital citizenship and includes structural and content-related regulations aimed at making individuals aware of their rights and responsibilities in digital environments.

2.1.3. Digital Türkiye and e-Government Platforms

The e-Government and Digital Türkiye platforms and related policies developed in line with Türkiye's digitalisation vision are intended to systematically carry out the digital transformation of public services and make them more accessible, transparent and user-oriented. In this context, the Presidential Decree No. 1, published in the Official Gazette dated 10 July 2018 and numbered 30474, established the Presidency of the Republic of Türkiye Digital Transformation Office, and the digitalisation process began to be coordinated in a holistic manner under an institutional structure (Digital Transformation Office of the Presidency of the Republic of Türkiye, 2025).

The directorates and departments within the Digital Transformation Office operate across a wide range of areas, from digital transformation coordination to artificial intelligence applications, technical infrastructure, and international relations. According to the Office's official data, the e-Government platform provides over 8,400 services to more than 67 million users through 1,089 public institutions. This demonstrates that the e-Government platform plays an important role in the context of digital citizenship, particularly in terms of citizens' access to digital rights and participation in public services.

Digital Türkiye policies are not limited to the digitisation of public services. These policies are also supported by human-oriented artificial intelligence applications, big data-based economy, cyber security strategies, and digital governance models. This multidimensional approach is intended to ensure:

- development of new professions and business models based on innovative technologies;
- achievement of competitive advantage in the economy through data-driven structures;
- adoption of a more transparent and participatory governance approach in public administration;

- strengthening of the relationship between cyber security and national security,
- assumption of active roles by citizens in the digital environment.

Therefore, Digital Türkiye is a policy that encompasses not only technical transformation but also structural transformations that enable individuals to become active and responsible members of the digital society. In this respect, it is among the fundamental initiatives that embody digital citizenship in the public sphere.

2.1.4. National Artificial Intelligence Strategy (2021–2025)

The National Artificial Intelligence Strategy (2021–2025), which sets out Türkiye's long-term vision in the field of artificial intelligence, came into force with Presidential Decree No. 2021/18. It aims to increase social welfare through data-driven value creation and enhance Türkiye's global digital competitiveness in line with the "Digital Türkiye" vision. Furthermore, with the strategic prioritisation of domestic and national technology production, artificial intelligence policies have been integrated into a comprehensive framework under the National Technology Initiative (Digital Transformation Office of the Presidency of the Republic of Türkiye, 2021).

The vision of the strategy document is defined as "creating value on a global scale with an agile and sustainable artificial intelligence ecosystem for a prosperous Türkiye". Six strategic priorities have been identified accordingly:

1. Train artificial intelligence experts and increase employment;
2. Promote research, entrepreneurship and innovation;
3. Strengthen access to quality data and technical infrastructure;
4. Implement regulations that will accelerate socio-economic integration;
5. Develop international collaborations;
6. Support structural and labour force transformation.

The document defines 24 objectives and 119 measures related to these priorities. Furthermore, the establishment of specialised artificial intelligence units within the Ministries of Justice, Health, and National Defence demonstrates that the strategy has been translated into institutional ownership at the implementation level (Digital Transformation Office of the Presidency of the Republic of Türkiye, 2021).

Education is also at the heart of the National Artificial Intelligence Strategy, with the aim of raising awareness and developing skills in algorithmic thinking, coding and artificial intelligence applications, particularly at the primary education level. "Objective 1.4." states the following objective: "Young people in pre-higher education will be provided with algorithmic thinking, coding and artificial intelligence applied training appropriate to their educational level, in line with their interests, talents, and temperament".

The key measures towards this objective are outlined as follows:

- *T.1. The curriculum will be strengthened around algorithmic thinking, artificial intelligence technologies, and ethical principles. In this context, digital educational content will be developed and its widespread use will be encouraged.*
- *T.2. Existing teachers with suitable qualifications will be encouraged to implement the curriculum and will undergo in-service training. If necessary, new part-time or full-time teaching staff will be recruited.*
- *T.3. Analytics platform, data warehouse, and management system components will be implemented to improve the learning ecosystem, taking into account international standards and open-source solutions.*
- *T.4. The development of programmes based on existing and/or new structures through the use of educational models that enable experimentation, interaction and deepening in the field of artificial intelligence will be encouraged.*
- *T.5. Awareness-raising digital content will be developed on algorithmic thinking, coding and applied artificial intelligence education topics, and social events will be held to enhance competence.*

These measures play a critical role in the context of digital citizenship, both in terms of updating curricula and preparing teachers for this process. The strategy aims to ensure that individuals are not only users of digital technologies, but also their informed producers, evaluators and managers.

2.1.5. Policy Document and Action Plan on Artificial Intelligence in Education (2025-2029)

The Policy Document and Action Plan on Artificial Intelligence in Education (2025–2029), prepared by the Ministry of National Education's Directorate General of Innovation and Educational Technologies, contains strategies covering fundamental aspects such as informed use of technology, acting in digital environments in line with ethical principles, and awareness of digital rights and responsibilities (Republic of Türkiye Ministry of National Education, Directorate General of Innovation and Educational Technologies, 2025). In this context, although the Policy Document and Action Plan on Artificial Intelligence in Education does not directly use the concept of digital citizenship, it presents important policies aimed at shaping the implications of digital citizenship in the field of education indirectly.

2.1.6. National Cybersecurity Strategy and Action Plan (2024-2028)

Today, protecting individuals and institutions from cyber threats has become an integral part of national security. Prepared in this context, the National Cybersecurity Strategy and Action Plan (2024–2028) contains comprehensive objectives and policies that frame Türkiye's cybersecurity vision. The strategy not only offers technical solutions to the risks posed by digitalisation, but also emphasises awareness-raising among human resources and promotion of a culture of digital citizenship (Ministry of Transport and Infrastructure, 2024, p. 20).

The six fundamental strategic objectives outlined in the strategy document are as follows:

1. Enhance cyber resilience;
2. Strengthen proactive cyber defence and deterrence capabilities;
3. Adopt a human-centred cybersecurity approach;
4. Promote safe use of technology;
5. Combat threats with domestic and national technologies;
6. Make Türkiye a strong cybersecurity actor in the international arena.

These objectives focus on strengthening the technological infrastructure while also increasing individuals' awareness and competence levels in the field of cybersecurity. In particular, the individual-focused approach assigns significant responsibilities to the education system to enable individuals to exhibit safe and ethical behaviour in digital environments from an early age.

The strategy emphasises the need to strengthen cybersecurity-based education processes at all levels, from primary to higher education, and recommends establishing mechanisms to support individuals' specialisation in this field. Furthermore, it aims to build a society prepared against cyber threats with structures that support the professional development of the existing workforce (Ministry of Transport and Infrastructure, 2024, p. 23).

The objective H4.1 stated under the heading "Safe Use of Technology and Its Contribution to Cybersecurity", namely ***"H4.1: Ensuring the safe use of new technologies and taking precautions against potential risks",*** is directly related to the concept of digital citizenship, particularly the domains "digital security" and "digital literacy". In this context, it is imperative that curricula systematically incorporate those skills to enable individuals to use digital environments safely and in an informed manner.

Therefore, the National Cybersecurity Strategy not only includes technical and institutional measures at the national level, but also offers a perspective that prioritises individual awareness and digital competence in a way that contributes to the development of digital citizenship. This once again highlights the importance of including learning outcomes related to digital security awareness in the curricula, starting from pre-school age.

2.1.7. Digital Citizenship Approaches in International Strategic Documents

The Council of Europe's declaration of 2025 as the "European Year of Digital Citizenship Education" presents a global vision that prioritises the integration of topics such as digital rights, critical thinking and online safety into education (Council of Europe, 2025c). The Council of Europe is working in collaboration with various stakeholders to ensure the success of the European Year of Digital Citizenship Education 2025. Education ministries, schools, NGOs, private sector partners, and civil society organisations at local, national, and international levels take part in this collaboration. The active participation of all stakeholders is crucial to strengthening the implementation of digital citizenship education and promoting its fundamental principles. In this context, the following key actions have been identified (Council of Europe, 2025c):

- Awareness-raising campaigns in Europe and beyond, involving citizens in digital citizenship discussions through social media, public events and digital platforms.
- Developing resources for educators, policymakers and other stakeholders to support the integration of digital citizenship education into curricula and teaching practices.
- Teaching methods such as interactive online courses, seminars and workshops designed to improve the teaching and learning of digital citizenship.

It is recommended that, in order to make progress in digital citizenship education in general, curricula be enriched to cover all domains of digital citizenship, that students be taught digital ethics and awareness of rights from an early age, and that teachers and families be supported as effective digital guides for students. In this context, digital citizenship-focused reports and other documents published by international organisations aim to help individuals build their relationships with media and digital technologies in an ethical, safe, participatory and informed manner.

This section addresses six important international documents containing principles that guide the structure of curricula in areas such as critical thinking, ethical participation, digital health, online safety, data privacy, artificial intelligence literacy, and digital rights.

1. UNESCO Media and Information Literacy (MIL) Guidelines,
2. European Union Digital Competence Framework – *DigComp 2.2*,
3. Common Sense Media Digital Citizenship Curriculum,
4. OECD Digital Education Outlook Reports,
5. Council of Europe Digital Citizenship Education Handbook,
6. United Nations *Global Digital Compact*,
7. *The DCE Planner*: *A Curriculum Framework for Digital Citizenship Education*

2.1.7.1. UNESCO Media and Information Literacy (MIL) Guidelines

UNESCO's Media and Information Literacy (MIL) Guidelines aim to enable individuals to become informed media consumers and producers in the complex communication environment of the digital age. UNESCO defines media and information literacy as "a fundamental skill set that enables individuals to develop resilience against

disinformation, hate speech, and digital innovations". The guidelines establish a strong link between citizenship education and media literacy in the age of artificial intelligence and offer modules containing structured recommendations for teachers (UNESCO, 2021).

In particular, the module entitled "Viewers as Citizens" emphasises that individuals are not only passive viewers but also active content producers, and states that this production process is related to ethical, cultural and social contexts. UNESCO argues that digital citizenship is an area of responsibility that requires both individual competence and awareness of global issues (migration, environment, inequality).

2.1.7.2. European Union Digital Competence Framework (DigComp 2.2)

The DigComp 2.2 framework, developed by the European Commission, defines citizens' digital competences in five key areas: information and data literacy, digital communication and collaboration, digital content creation, security, and problem solving (Vuorikari et al., 2022). With recent updates, themes such as awareness of artificial intelligence systems, digital well-being, and environmental sustainability have also been integrated into the framework. Additionally, topics such as culturally sensitive digital communication, digital participation, and online identity management are also included.

2.1.7.3. Common Sense Media Digital Citizenship Curriculum

Developed by US-based Common-Sense Education, this programme provides digital citizenship education for K–12 students. It is structured around six main themes: media balance and digital wellbeing, privacy and security, digital footprint and identity, online relationships and communication, combating cyberbullying and hate speech, and news and media literacy (Common Sense Education, 2021). Topics such as digital etiquette, secure password usage, resistance to media manipulation, and respect for copyright are addressed through customised content for each age group.

2.1.7.4. OECD Digital Education Outlook Reports

The Digital Education Outlook reports prepared by the OECD (particularly those for 2021 and 2023) comprehensively analyse the opportunities and challenges in the process of integrating digital technologies into the education system. The impact of

technologies such as artificial intelligence, blockchain and robotics on education is evaluated, and issues such as improving teacher competencies, reducing the digital divide, data privacy, and content accuracy are highlighted (OECD, 2021; 2023). The OECD argues that digital transformation should not be limited to technical infrastructure alone, but should be supported by ethical, pedagogical and managerial transformations.

2.1.7.5. Council of Europe Digital Citizenship Education Handbook

This comprehensive handbook, prepared by the Council of Europe, defines digital citizenship in ten different dimensions, providing educators with a guiding framework. The dimensions are “access and inclusion”, “learning and creativity”, “media literacy”, “ethics and empathy”, “health and well-being”, “e-presence and communications”, “active participation”, “rights and responsibilities”, “privacy and security”, and “consumer awareness” (Council of Europe, 2019). The book argues that the concept of digital citizenship should be approached not only on the basis of skills but also on the basis of values, attitudes and responsibilities.

2.1.7.6. United Nations Global Digital Compact

The Global Digital Compact (GDC), proposed by the United Nations (UN) in 2024 as part of the “Summit of the Future”, aims to establish a multi-stakeholder agreement on common rules and an ethical framework for the digital world. The core themes of the GDC include bridging the digital divide, protecting human rights in the online environment, data privacy, artificial intelligence governance, digital trust, protecting children in the online environment, increasing digital inclusion, and multi-stakeholder participation (United Nations, 2024). Furthermore, calls for the creation of international ethical rules for artificial intelligence bring the theme of digital ethics into a global context.

2.1.7.7. Digital Citizenship Education (DCE) Planner and Inclusive and Age-Appropriate Curriculum Framework for Digital Citizenship Education

In the face of the opportunities and risks brought about by the digital age, educating individuals to become responsible, informed and engaged digital citizens has become one of the primary objectives of education policies worldwide. In this context, the Digital Citizenship Education Planner (DCE Planner: A Curriculum Framework for

Digital Citizenship Education), developed by the Council of Europe and presented at the first Digital Citizenship Education Forum held in Strasbourg on 27–28 May 2025, offers a comprehensive and systematic approach to digital citizenship education (Council of Europe, 2025a).

The DCE Planner is a curriculum framework that aims to address digital citizenship education holistically in schools and contains 320 sample structured learning outcomes for students aged 5–18 (Appendix 1). The learning outcomes are grouped into ten core areas of digital citizenship appropriate to the students' age: "access and inclusion", "learning and creativity", "media and information literacy", "ethics and empathy", "health and digital wellbeing", "e- presence and communications", "active participation", "rights and responsibilities", "privacy and security", and "consumer awareness".

This framework is designed not only to support teachers in lesson planning, but also to serve as a practical tool for school leaders to set priorities, for policymakers to develop solutions to the impact of digitalisation on education, and for education leaders to structure monitoring and evaluation processes. The presentation of learning outcomes in a simple and accessible language enables teachers to design customised and meaningful learning experiences at the classroom level. It is known that the Council of Europe plans to publish the full version of the DCE Planner in autumn 2025 and to encourage educators to share examples of implementation by creating an online pool of activities in 2026 (Council of Europe, 2025b).

The DCE Planner aims to develop individuals' awareness of the social, cultural, ethical and technological challenges they face in the digital age and to equip them with the skills to deal with those challenges effectively. Centred on a rights-based, democratic and inclusive approach to education, this framework is an important resource for all stakeholders seeking to restructure education systems in the digital transformation process. Through this plan, the Council of Europe aims to support the dissemination of a culture of digital citizenship in the national education systems of member states and to contribute to the updating of curricula in line with the needs of the digital age.

2.1.7.8. OECD–European Commission Artificial Intelligence Literacy Framework

With the increasing impact of artificial intelligence on social life and education systems, multi-stakeholder initiatives are emerging to enable individuals to interact with these technologies in a conscious, ethical and creative manner. The Artificial Intelligence Literacy Framework, developed in collaboration between the OECD and the European Commission and supported by Code.org and international experts, is one of the major steps taken in this area (OECD, 2025). The framework aims to support the alignment of both curricula and education policies with the requirements of the age of artificial intelligence.

This framework is structured around four key areas to ensure that students at primary and secondary levels interact with artificial intelligence technologies effectively and ethically: interacting with artificial intelligence, producing with artificial intelligence, managing artificial intelligence, and designing artificial intelligence. These areas encompass the knowledge, skills, and attitudes necessary for students to understand the technical functioning of artificial intelligence technologies, develop human-centred usage scenarios, make assessments based on ethical principles, and make informed choices about artificial intelligence in their own lives.

The knowledge dimension highlighted in the framework is based on conceptual foundations such as the relationship between artificial intelligence and data, its differences from human thought, and algorithmic biases. The skills dimension emphasises the applicability of higher-level mental processes such as critical thinking, creativity, and computational thinking in the context of artificial intelligence. Attitudes encourage students to develop curiosity, adaptability, ethical sensitivity, and an inquisitive approach.

These structures are also directly related to digital citizenship because values such as ethical awareness in interacting with artificial intelligence, protection of personal data, digital responsibility, accuracy of information, and transparency in production processes align with the fundamental principles of digital citizenship.

This framework also provides a foundation for Media and Artificial Intelligence Literacy, one of the innovative areas to be assessed under PISA 2029. Although whether PISA 2029 will measure this area will be determined by the preferences of

countries, it is of great importance for countries to be able to see the trends in this area and the extent to which their education systems prepare students for the realities of the digital age.

2.1.7. National Education Basic Law

The National Education Basic Law No. 1739 is a fundamental legal framework that defines the general and specific objectives of the Turkish National Education System and contains values and principles that prioritise the adaptation of individuals to society and the world. Although this law was drafted before the digital age, the universal educational goals it contains provide a theoretical basis that can be directly linked to digital citizenship education [Turkish Ministry of National Education (MoNE), 1973].

The objective stated in Article 2 of the Law, namely "to raise individuals who are committed to Atatürk's principles and reforms, and possess national, moral, humane, spiritual and cultural values", can be interpreted as also encompassing the raising of individuals who demonstrate ethical behaviour in the digital environment and assume responsibility in the digital society while preserving their national identity. The aim of "raising individuals who respect human rights, feel responsible towards society, and are constructive, creative and productive" requires that awareness of digital rights and responsibilities, online ethics and productive digital participation skills be acquired through education.

2.1.8. Personal Data Protection Law (KVKK)

The Personal Data Protection Law No. 6698 (KVKK) directly contributes to the fundamental dimensions of digital citizenship education, such as "rights and responsibilities", "privacy", and "security", by safeguarding individuals' private lives and privacy (Official Gazette of the Republic of Türkiye, 2016). The KVKK is based on principles such as transparency, explicit consent, data minimisation and security in the processing of personal data and prioritises raising awareness of the rights individuals have over their data. The obligation of educational institutions to inform students and parents within this framework constitutes one of the areas of application of digital citizenship education. In particular, raising students' awareness of the conditions under which their personal data may be processed, shared or stored supports them in becoming safer and more responsible individuals in digital environments.

The Personal Data Protection Law Privacy Notice prepared by the Ministry of National Education and the regulations that came into force in the 2023–2024 academic year stipulate that student data cannot be processed without the explicit consent of the parent or legal guardian (MoNE, 2023). These consent processes must be carefully managed on digital platforms such as the e-School system, digital measurement and assessment applications, online report cards, and learning management systems.

The process is intended to ensure that teachers and administrators as well as students acquire competences in matters relating to the Personal Data Protection Law (KVKK). For the effective implementation of digital citizenship education, it is critical that educators have basic legal knowledge regarding the processing and protection of personal data and the capacity to convey such issues to students.

In conclusion, while the KVKK is a regulation that protects the rights of individuals, it is also a tool that supports the cultivation of responsible and informed individuals who act in accordance with ethical principles in the digital environment through education.

2.1.9. Teaching Profession Law

Equipping teachers with the knowledge, skills, and attitudes required by the digital age is among the primary goals of 21st-century education systems. In this context, the Teaching Profession Law, which came into force in 2024, redefines teachers' professional competencies with a focus on digital competencies (Official Gazette of the Republic of Türkiye, 2024).

The law clearly sets the acquisition of digital competencies by teachers in their professional development processes as an objective. In this regard, the National Education Academy has been assigned responsibility for planning and implementing educational activities for digital competencies. These educational activities are intended to enable teachers to use digital tools technically and to evaluate them from a pedagogical, ethical, and critical perspective. Teachers' digital citizenship skills are of great importance not only for their own digital applications but also for the development of their students as informed digital individuals. Teachers' ability to provide guidance in online environments plays a critical role in equipping students to deal with the ethical and security risks they may encounter in digital environments.

2.1.10. Regulations for the Protection of Children in Digital Environments

The increasing presence of digital environments in children's lives has led to issues such as online safety, ethics and privacy becoming a priority on the education and policy agenda. Regulations in this area in Türkiye aim to protect children from harmful content and risks they may encounter in the digital environment and, in this respect, form the legal basis for digital citizenship education.

In particular, Law No. 5651 on the Regulation of Publications in the Internet Environment prioritises the safety of children in the digital environment by defining the obligations of content and access providers (Information Technologies and Communications Authority, 2007). This law aims to develop awareness of rights and responsibilities in digital environments, to raise individuals who are aware of ethical boundaries, and to protect children from online threats.

Furthermore, Articles 103 and 226 of the Turkish Penal Code provide for severe punishment for digital crimes against children and offer a deterrent mechanism to prevent online abuse and harm to children (Ministry of Justice, 2004). This legal framework aims to ensure that digital ethics and security principles are applied not only as educational guidance but also as a social imperative.

Digital citizenship education should not be limited to imparting technical skills in line with the regulations. It should also contribute to shaping individuals' online behaviour within ethical and legal boundaries. This is particularly important in terms of developing awareness, responsibility and empathy in children's and young people's use of the Internet. Thus, individual awareness developed through education, integrated with legal protection mechanisms, enables the digital society to become safer and more ethical.

2.2. RELATED RESEARCH

Studies conducted in Türkiye and around the world on the concept of digital citizenship address the integration of this concept into education policies, its place in curricula, and sub-dimensions such as digital ethics, security, and rights, as well as student and teacher competencies related to digital citizenship.

2.2.1. Digital Citizenship in the Context of Curricula and Teaching Practices

Studies conducted specifically in Türkiye on the integration of digital citizenship into curricula have focused particularly on social studies, information technology, and religious culture and moral knowledge courses. However, they generally focus on obsolete programmes, and the lack of a comprehensive analysis of current curricula, such as those developed within the CTEM, is noteworthy. Dilek and Gürel (2024) note that the new draft Social Studies Curriculum only addresses some dimensions of digital citizenship (e.g., digital security, access, and rights), while other dimensions are underrepresented. On the other hand, in their study conducted with students, Altun and Yükseltürk (2024) found that despite students' mastery of digital technologies, their awareness of cyber security is low, pointing to a lack of balance in the curricula.

In this context, Bozkurt and Yazıcı's (2024) meta-analysis study, based on a total of 20 studies, revealed inconsistencies and thematic narrowing in the content of the curricula related to digital citizenship. The reduction of digital citizenship in curricula to mostly technical skills (e.g., digital literacy) and the neglect of dimensions such as ethics, law, and civic participation are considered significant gaps.

Yıldız (2023) analysed the *Grade 4 Social Studies Textbook* according to Ribble's framework, which includes nine elements of digital citizenship. Yıldız noted that digital literacy and security themes were mainly addressed in the content, but other themes such as ethics, rights, and responsibilities were poorly represented. Similarly, Sırvermez (2024) compared the MoNE's curricula with the Council of Europe's digital citizenship framework and found that the content in Türkiye is concentrated in IT lessons, while digital citizenship is only represented to a limited extent in the Social Studies Curriculum.

Turan and Karasu-Avcı (2018) explored the 2018 Social Studies Curriculum in the context of digital citizenship and found that values, skills, and learning areas (e.g., Science, Technology and Society) are directly related to digital citizenship. Başarmak et al. (2019) analysed various secondary education curricula and emphasised that content related to digital citizenship was most prevalent in computer and democracy courses, while other courses showed deficiencies in this regard. Altun and Bangir-

Alpan (2021) focused on the dimension of digital literacy in primary education and suggested that Turkish and social studies courses are programmes that support this skill.

2.2.2. Digital Citizenship Awareness and Behaviour at Student Level

Another prominent theme in the literature is how digital citizenship levels differ among student groups. Many studies have highlighted that despite students' high digital literacy skills, they have a significant lack of knowledge in digital ethics, data security, cyberbullying, and rights-based awareness (Peker-Ünal, 2017; Martin et al., 2020). However, the systematic review by Tadlaoui-Brahmi et al. (2022) suggested that digital citizenship practices at the primary education level are mostly limited to digital literacy and do not focus on ethical concepts.

Students largely participate in the online world through mobile devices (Tan & Merey, 2021), but it has been found that this participation is generally entertainment and consumption-oriented and is not shaped by an awareness of rights and responsibilities. Furthermore, Capuno et al. (2022) found that students' digital citizenship awareness is significantly lower than that of teachers, rendering them vulnerable to online risks. Çebi and Özdemir (2019), in their study with secondary school students, found that digital communication and literacy predict information access strategies. This highlights the need to support students not only in accessing information but also in using it appropriately. Altun and Yükseltürk (2024) found a positive relationship between students' digital literacy skills and their cybersecurity awareness, noting that male students in particular need more support in digital security. Such research findings necessitate that digital citizenship education be introduced at an early age and be systematic and sustainable.

2.2.3. Digital Citizenship from the Perspective of Teachers, Teacher Candidates, and Educational Environments

Teachers' awareness and competence in digital citizenship directly influence students' attitude and behaviour. Therefore, teacher training plays a critical role in the context of digital citizenship. Karakuyu's (2023) digital citizenship curriculum developed for university students demonstrates that planned and effective intervention at the higher education level can increase awareness and success.

Numerous studies emphasise the need to raise awareness in sub-dimensions such as digital ethics, privacy, and cybersecurity in the context of teacher training (Kaya & Köseoğlu, 2024; Sırvermez, 2024). Furthermore, the Digital Citizenship Scale, adapted into Turkish by Şen (2025), has made a significant contribution toward meeting the need for valid and reliable tools in measuring digital citizenship.

Öztürk (2021) analysed the literature conceptually and methodologically, noting that most studies on digital citizenship focus on undergraduate students, while applied and experimental studies at the primary education level are insufficient. Gleason and Von Gillern (2018) discussed the role of both in-school and out-of-school learning environments in supporting digital citizenship skills through social media, suggesting that curricula do not sufficiently cover civic participation and that informal learning practices should be integrated into education.

Consequently, equipping teachers with digital citizenship skills is a fundamental factor in raising students to become conscious and ethical digital individuals. In this regard, it is crucial that teacher training programmes are structured to include topics such as digital ethics, privacy, and cybersecurity.

In addition to the summarised studies, Aldemir and Avşar (2020) noted that digital citizenship skills became important in terms of access to public services and social inclusion during the COVID-19 pandemic. Yelkenci (2023) suggested that legal dimensions such as the “right to be forgotten” be included in educational content, while Dede (2025) drew attention to the impact of digital communication tools on social demands. These studies reveal that digital citizenship is a multidimensional concept with both public and social dimensions.

2.3. DIGITAL CITIZENSHIP APPLICATIONS IN TÜRKİYE

Digital citizenship applications in Türkiye are supported by various projects carried out within the scope of digital access to public services, the development of teachers’ digital competencies, and international collaborations. These applications aim to enable individuals to exist in the digital environment in an informed, ethical and secure manner.

2.3.1. e-Government Applications

e-Government (e-Devlet) is a platform that enables citizens of the Republic of Türkiye to access public services digitally. Accessible via https://www.turkiye.gov.tr, this system offers numerous public services in areas such as justice, education, health, social security, taxation, and transportation (e-Government, 2025). It facilitates users' access to information and transactions in areas that are fundamental dimensions of digital citizenship, such as digital access, rights, communication, security, and law.

Dede (2024) matches e-Government services with Ribble's nine elements of digital citizenship: CIMER (digital communication), IHBARWEB (rights and responsibilities), KAYSIS (access), e-Statement (commerce), e-Book (literacy), VERBIS (ethics), e-Pulse (health), UYAP (law), and SIBERAY (security) applications are functional within this framework.

2.3.2. Digital Citizenship Course [Teacher Information Network (ÖBA)]

The Teacher Information Network (ÖBA) is a digital education platform created by the Ministry of National Education to support the professional development of teachers (ÖBA, 2025). It provides continuous learning opportunities in the form of public services by offering distance learning content, seminars, and interactive learning materials for teachers. The ÖBA platform includes a course titled "Digital Citizenship Education". It aims to provide teachers with knowledge and awareness on digital literacy, digital rights and responsibilities, digital security, ethics, law and commerce. The course equips individuals with the necessary knowledge, attitude and skills to use digital technologies in an informed manner and responsibly.

2.3.3. Digital Citizenship Education Promoters Network (DCE Network)

Within the scope of the Digital Citizenship Education Promoters Network (DCE Network), led by the Council of Europe, pilot school practices have been carried out in Türkiye under the coordination of the General Directorate of Innovation and Educational Technologies, including teacher training, curriculum integration, digital citizenship campaigns and international projects (e.g., eTwinning, DISCO). Pilot schools planned and reported on their activities according to the areas of impact defined by the Council of Europe, and these efforts are among the Council of Europe's examples of good practice.

2.3.4. Ministry of National Education Management System (MEBBYS)

Developed by the Ministry of National Education, the Ministry of National Education Management System (MEBBYS) is a data-driven management system designed to strengthen digitalisation in education management. Supported by artificial intelligence, big data and geographic information systems, this system aims to produce multidimensional data ranging from student mobility to human resources planning, physical infrastructure use to academic achievement analysis, and to use this data in decision-making processes. MEBBYS is positioned as a digital management infrastructure consistent with the principles of transparency, accountability and efficiency in the context of digital citizenship.

The system was launched on 8 July 2025. During this launch event, it was emphasised that MEBBYS would contribute to education administrators in making accurate, swift and forward-looking decisions, support the effective use of public resources, and enable the development of data-driven education policies. MEBBYS, which is not yet actively used at all levels of education, is a project planned to be implemented in stages and aims to integrate the digital government approach into education management. With the full implementation of the system, decision-making processes in education will become more scientific, evidence-based and predictable.

2.3.5. Other Applications

Some other national applications related to digital citizenship include:

- **SIBERAY:** It is a digital awareness project run by the General Directorate of Security (Turkish National Police). The project aims to raise public awareness on issues such as digital security, cyberbullying, technology addiction, personal data security and disinformation. The interactive content developed for students and teachers is a valuable resource on the theme of digital security.

- **e-Pulse:** This digital platform, provided by the Ministry of Health, allows individuals to securely access their own health data online. It is an important application in terms of digital health literacy. It is also related to the themes of personal data protection, digital privacy, and responsibility.

- **VERBIS (Data Controllers Registry Information System):** Managed through the Personal Data Protection Law (KVKK), this system ensures that data controllers are registered. The regulations implemented by the Personal Data Protection Authority contribute to digital ethics, digital law, and the protection of individuals' data privacy rights.
- **Education Information Network (EBA):** It is a digital education platform developed by the Ministry of National Education. It not only provides students with access to educational content but also supports the development of digital learning, digital communication, and content production skills.
- **e-School (e-Okul):** It is a system developed by the Ministry of National Education that allows both students and parents to access information such as student grades, absences, and school timetables digitally. It is considered one of the examples of the right to digital access.
- **CIMER (Presidential Communication Centre):** It is a system that enables citizens to submit digital applications directly to public institutions and convey their opinions and requests. In this respect, it is related to the themes of digital communication and digital rights. It is an important tool for students by which they can use their citizenship experiences through digital channels.

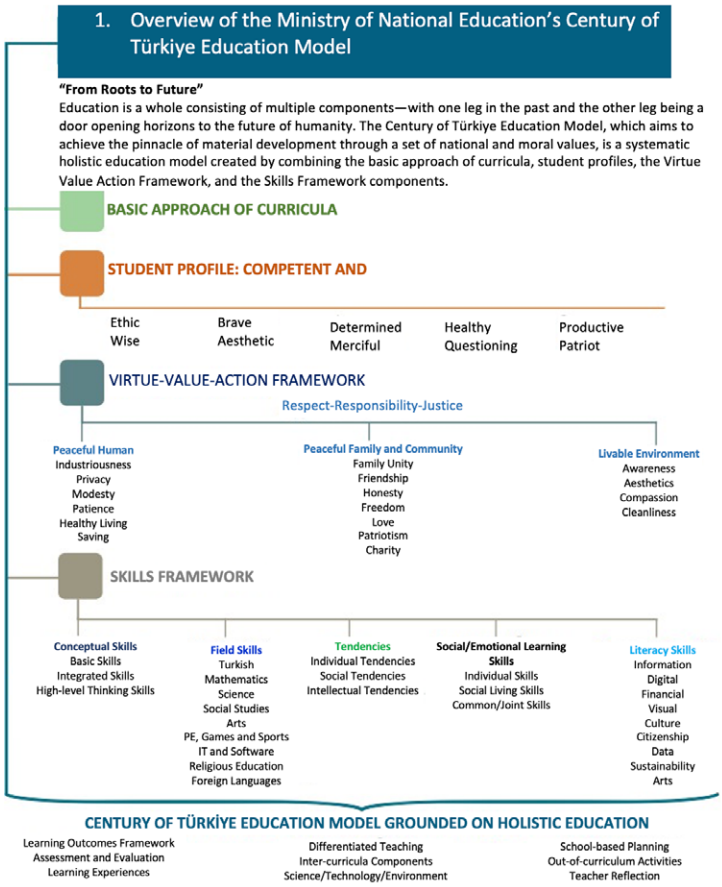
Digital citizenship applications in Türkiye contribute to the development of digital skills, the protection of citizenship rights, and secure actions of individuals in online environments through various public platforms and educational projects. The dissemination of these applications and the updating of their content to make them more comprehensive are important for the effectiveness of digital citizenship education.

2.4. DIGITAL CITIZENSHIP WITHIN THE FRAMEWORK OF THE CENTURY OF TÜRKİYE EDUCATION MODEL (CTEM)

"The Century of Türkiye Education Model, which aims to achieve the pinnacle of material development through a set of national and moral values, is a systematic holistic education model created by combining the basic approach of curricula, student profiles, the Virtue Value Action Framework, and the Skills Framework components". (*Overview - Century of Türkiye Education Model*, 2025). The Century of Türkiye Education Model (CTEM) was approved by the Board of Education on 23 May 2024 with Decision No. 20 and entered into force with the approval of the Ministry. The curricula developed within the framework of the CTEM have been implemented gradually starting from the 2024-2025 academic year, beginning with pre-school, grades 1 and 5, and preparatory and grade 9. Figure 1 shows the general framework of the model.

Figure 1

Overview of the Century of Türkiye Education Model



CTEM is designed as a holistic model that focuses not only on academic outcomes but also on the individual's mental, moral and social development. Blending national and moral values, this model supports not only individual development but also a sense of social responsibility. The model's core components include the approach of curricula, the targeted student profile, the Virtue Value Action Framework (Erdem-Değer-Eylem Çerçevesi), and skill areas (CTEM Curricula Common Text, 2024).

Literacy skills in the model are presented in a three-tier structure:

- Awareness: students recognise basic concepts and develop a sense of responsibility for such issues;
- Functionality: students establish meaningful connections between pieces of information to form a coherent whole,
- Action: transforming acquired knowledge into ethical and responsible behaviour (CTEM Curricula Common Text, 2024).

The digital literacy component, defined by the code OB2 in the CTEM Curricula's Common Text (Ortak Metin), is structured with integrated skills that include both technical knowledge and ethics and security dimensions (CTEM Curricula Common Text, 2024). In this context, Table 1 presents detailed components related to digital literacy.

Table 1

Digital Literacy Integrated Skills and Process Components (OB2)

Digital Literacy Integrated Skills	Process Components
OB2.1. Access and Recognise Digital Information	OB2.1.SB1. Know the ways to access digital information
	OB2.1.SB2. Identify the components that make up digital information
	OB2.1.SB3. Understand how digital information is created
	OB2.1.SB4. Respect personal privacy in the management and organisation of digital information
OB2.2. Understand Digital Communication	OB2.2.SB1. Recognise communication tools in the digital environment
	OB2.2.SB2. Identify digital communities and networks
	OB2.2.SB3. Observe and analyse interaction in digital tools
OB2.3. Act Knowing Intellectual Property Rights	OB2.3.SB1. Recognise intellectual property rights
	OB2.3.SB2. Act in accordance with intellectual property rights

OB2.4. Interpret Digital Information	OB2.4.SB1. Compare digital information
	OB2.4.SB2. Classify digital information
	OB2.4.SB3. Evaluate digital information
	OB2.4.SB4. Draw conclusions from digital information
OB2.5. Create and Share Content for Digital Environments	OB2.5.SB1. Design and develop
	OB2.5.SB2. Edit and share
OB2.6. Communicate and Share	OB2.6.SB1. Communicate in a digital environment and maintain communication in accordance with ethical principles
	OB2.6.SB2. Interact and collaborate through digital tools
	OB2.6.SB3. Participate in digital communities and networks
OB2.7. Perform Tasks Using Digital Tools	OB2.7.SB1. Identify digital requirements for completing a digital task
	OB2.7.SB2. Identify digital resources for completing a digital task
	OB2.7.SB3. Make decisions about digital resources in the performance of a digital task
OB2.8. Take e-Security Measures	OB2.8.SB1. Protect one's identity and privacy in a digital environment
	OB2.8.SB2. Protect data in a digital environment
	OB2.8.SB3. Take and maintain security measures in the digital environment
OB2.9. Critical Thinking Using Digital Information	OB2.9.SB1. Question digital information
	OB2.9.SB2. Reason about events/topics/situations or problems using digital information
	OB2.9.SB3. Reflect the conclusions reached through reasoning using digital information

Civic literacy, another component directly related to digital citizenship, aims to raise students' awareness of democratic participation, social responsibility, and digital rights. The integrated skills and process components related to civic literacy included in CTEM are detailed in Table 2.

Table 2

Civic Literacy Integrated Skills and Process Components (OB6)

Civic Literacy Integrated Skills	Process Components
OB6.1. Understand Citizenship	OB6.1.SB1. Recognise the concepts of state and individual
	OB6.1.SB2. Recognise state organs and state institutions
	OB6.1.SB3. Recognise social norms
	OB6.1.SB4. Respect differences
OB6.2. Question Citizenship Rights and Responsibilities	OB6.2.SB1. Identify fundamental rights and responsibilities
	OB6.2.SB2. Ask questions about fundamental rights and responsibilities (5W 1H)
	OB6.2.SB3. Gather information about fundamental rights and responsibilities
	OB6.2.SB4. Assess the accuracy of the information gathered
	OB6.2.SB5. Draw conclusions from the information gathered
OB6.3. Exercise Citizenship Rights and Responsibilities	OB6.3.SB1. Recognise rights and responsibilities
	OB6.3.SB2. Fulfil rights and responsibilities
	OB6.3.SB3. Participate in voluntary activities
OB6.4. Seek Justice	OB6.4.SB1. Understand the avenues for seeking justice
	OB6.4.SB2. Utilise application procedures

The Common Text also includes financial literacy and visual literacy process components that directly address the theme of digital citizenship, in addition to digital literacy and civic literacy. They are listed in Table 3 (CTEM Curricula Common Text, 2024).

Table 3

Other Process Components Involving the Theme of Digital Citizenship

Literacy Type/Process Components	Awareness	Functionality	Actuality
Financial Literacy	-	Make Sense of Financial Technologies	
Visual Literacy	-	Create Visual Communication Applications	Create Visual Communication Applications

In the model, ethical guidelines regarding digital citizenship are not limited to skill areas. They are also addressed within the Virtue Value Action Framework. Within this framework, the following statements are included under the value titled “D8 Privacy”:

- *D8.2.2. Uses digital tools containing personal information in an informed and safe manner.*
- *D8.2.5. Knows the legal responsibility for digital privacy violations.*

These statements encourage students not only to acquire technical skills but also to act in compliance with ethical and legal responsibilities in digital environments.

In general, CTEM does not view digital citizenship as limited to technical skills, but rather addresses it with a holistic approach that includes ethical, legal, and social dimensions. The digital literacy component offers a wide range of competencies, from accessing information to communication, content production, and e-security. Furthermore, the model links civic literacy and the areas of financial and visual literacy to the theme of digital citizenship, aiming to develop individuals’ democratic participation, awareness of their rights, and responsible digital behaviour. It aims to instil in students’ ethical orientations through not only skill-based values but also values such as “privacy” within the Virtue Value Action Framework.

2.5. PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The CTEM Curricula Common Text, which came into effect in 2024, provides a fundamental framework underpinning all curricula and addresses the concept of digital citizenship in a holistic manner, both through literacy and within the framework of the Virtue Values Action Framework. However, a systematic analysis of how the curricula developed within the CTEM structure the concept of digital citizenship will provide important clues about the place and function of this concept in the Turkish education system. This study explores the extent to which the theme of digital citizenship is included in the Pre-school Curriculum developed within CTEM and in the curricula for 25 subjects.

The following questions were addressed as part of the research:

- ***In which dimensions of the concept of digital citizenship [(Council of Europe, 2025a)] and at which grade and subject levels is digital citizenship addressed in the curricula developed within the framework of the Century of Türkiye Education Model published in 2024?***

The findings of this research are expected to help give concrete recommendations for the more effective integration of digital citizenship into education policies in Türkiye and the development of curricula.

3. METHOD

This section explains the research model, the data collection process, and the analysis method.

3.1. RESEARCH MODEL

This research was conducted using a descriptive analysis method based on document review, one of the qualitative research designs. Document review is a structured data collection technique that involves the systematic analysis and interpretation of written, printed, or digital documents (Bowen, 2009). As part of the research, the 2024 Pre-school Curriculum published within the framework of the Century of Türkiye Education Model (CTEM) and 25 curricula were systematically analysed in the context of the digital citizenship theme.

3.2. DATA COLLECTION PROCESS

The data for the study were obtained from the curricula gradually implemented by the Ministry of National Education as of the 2024-2025 academic year. They cover all levels from pre-school to secondary education. The list of the curricula analysed in the study is presented below.

1. Pre-school Education Curriculum
2. Primary School Turkish Language Curriculum (Grades 1, 2, 3 and 4)
3. Primary School Mathematics Curriculum (Grades 1, 2, 3 and 4)
4. Primary School Science Curriculum (Grades 3, 4, 5, 6, 7 and 8)
5. Social Studies Curriculum (Grades 1, 2, and 3)
6. Human Rights, Democracy and Citizenship Curriculum (Grade 4)
7. Secondary School Turkish Language Curriculum (Grades 5, 6, 7 and 8)
8. Secondary School Mathematics Curriculum (Grades 5, 6, 7 and 8)
9. Social Studies Curriculum (Grades 4, 5, 6 and 7)
10. Republic of Türkiye's Revolution History and Atatürkism Curriculum (Grade 8)
11. Religious Culture and Moral Knowledge Curriculum (Grades 4, 5, 6, 7 and 8)
12. The Life of the Prophet Curriculum (Grades 5, 6, 7 and 8)
13. The Qur'an Curriculum (Grades 5, 6, 7 and 8)
14. Religious Culture and Moral Knowledge Curriculum (Grades 9, 10, 11 and 12)

15. The Life of the Prophet Curriculum (Grades 9, 10, 11 and 12)
16. The Qur'an Curriculum (Grades 9, 10, 11 and 12)
17. Basic Religious Knowledge Curriculum (Grade 9)
18. Turkish Language and Literature Curriculum (Preparatory, Grades 9, 10, 11 and 12)
19. Mathematics Curriculum (Grades 9, 10, 11 and 12)
20. Physics Curriculum (Grades 9, 10, 11 and 12)
21. Chemistry Curriculum (Grades 9, 10, 11 and 12)
22. Biology Curriculum (Grades 9, 10, 11 and 12)
23. Geography Curriculum (Grades 9, 10, 11 and 12)
24. Philosophy Curriculum (Grades 10 and 11)
25. History Curriculum (Grades 9, 10 and 11)
26. Republic of Türkiye Revolution History and Atatürkism Curriculum (Grade 12)

The curricula were obtained from the official web portal of the Ministry of National Education at https://mufredat.meb.gov.tr (MoNE, 2024).

3.3. DATA ANALYSIS PROCESS

Descriptive analysis was used to analyse the data. This method enables the systematic analysis of data and its interpretation in context according to pre-determined themes (Yıldırım & Şimşek, 2016, p. 239).

Before starting the analysis, two theoretical frameworks that stand out in the literature were examined: Ribble's (2015, 2021) digital citizenship model and the Digital Citizenship Education (DCE) Planner developed by the Council of Europe (Council of Europe, 2025a) (Figure 3). Ribble's framework (Figure 2) has been a frequently referenced source in the field for many years, structuring digital citizenship around elements such as technical skills, ethical behaviour, and security.

Figure 2

Digital Citizenship Themes According to Ribble (2015, 2021)

However, the DCE Planner (Council of Europe, 2025a) was employed in this study on the grounds that it is more up-to-date and pedagogically differentiated, which allows for a comprehensive and multifaceted analysis of the curricula. The DCE Planner is an up-to-date framework published in 2025, and this version of the planner enables the monitoring of learning outcomes by enriching digital citizenship with contemporary themes such as social participation, cultural inclusiveness, ethical production, and digital health, rather than limiting it to individual skills. The clear definition of themes corresponding to each domain also makes this approach more functional in terms of curriculum analysis.

Figure 3

Domains of Digital Citizenship as Per to the DCE Planner

Domains of Digital Citizenship as Per the DCE Planner (Council of Europe, 2025a)

Access and Inclusion

- (Students learn how to make the benefits of technology accessible to everyone.)

Learning and Creativity

- (Students learn how technology provides them with learning opportunities and how they can use their creativity to help others.)

Media and Information Literacy

- (Students learn to evaluate the reliability of online news and information.)

Ethics and Empathy

- (Students learn how their online behaviour affects other people.)

Health and Digital Wellbeing

- (Students learn about the effects of technology on their mental and physical health.)

e-Presence and Communication

- (Students learn how to exist healthily in the digital environment and maintain it.)

Active Participation

- (Students learn how to use technology to contribute to communities and the society.)

Rights and Responsibilities

- (Students learn about their rights and responsibilities in the online environment.)

Privacy and Security

- (Students learn how to protect themselves and others in the online environment.)

Consumer Awareness

- (Students learn about the social and environmental consequences of their choices as digital consumers.)

As to the matching of content between the two frameworks, it is observed that some Ribble elements overlap with multiple domains in the DCE Planner (Table 4). For example, the “digital literacy” domain in the DCE is related to both the “media and information literacy” and “learning and creativity” elements. Similarly, “digital etiquette” overlaps with both “ethics and empathy” and “rights and responsibilities” in the DCE. While “digital security” is a separate element in Ribble, it is addressed more comprehensively in the DCE as “privacy and security”. On the other hand, “e-presence and communication” in the DCE Planner is a unique domain that has no direct correspondence in the Ribble framework but covers topics such as communication, identity management, and online reputation. Similarly, the “consumer awareness” domain of the DCE planner is broader than Ribble’s “digital commerce” element, encompassing new themes such as environmental and ethical consumption.

Table 4

Comparative Summary of Digital Citizenship Domains According to Ribble (2015, 2021) and the DCE Planner (Council of Europe, 2025a)

Ribble Element	Corresponding Domain in the DCE Planner	Notes
Digital Access	Access and Inclusion	Full correspondence: inclusion and access are addressed in a similar manner.
Digital Commerce	Consumer Awareness	The DCE Planner is broader, focusing not only on commerce, but also social / environmental impacts and sustainability are also emphasised.
Digital Communication	e-Presence and Communication	Technical focus in Ribble, while more profound themes such as digital identity, reputation and footprint are included in the DCE Planner.
Digital Literacy	Media and Information Literacy + Learning and Creativity	Ribble's information search and analysis are detailed in two different DCE domains.
Online Etiquette	Ethics and Empathy + Rights and Responsibilities	Empathy and social impacts are enriched with different themes in the DCE Planner. Etiquette in Ribble spans the domains of ethics and responsibility domains.
Digital Law	Rights and Responsibilities + Privacy and Security	Copyright and data privacy are addressed in more detail under two different domains.
Digital Security	Privacy and Security	DCE Planner is more comprehensive. Not only security, but also privacy and actions against online threats are highlighted.
Digital Health and Wellness	Health and Well-being	Full correspondence. DCE Planner has the additional themes of healthy digital culture and actions for striking a balance.
Digital Rights and Responsibilities	Active Participation + Rights and Responsibilities	DCE Planner addresses participation and citizenship themes under two different domains: active participation and awareness of digital rights.
NA (Not included in Ribble)	e-Presence and Communication	Unique domain in the DCE Planner: digital identity, visibility and footprint themes are not included in Ribble's framework.

In this context, the DCE Planner enables a more in-depth analysis of digital citizenship education through its thematic richness and pedagogical integrity.

The analyses cover the ten domains of digital citizenship (access and inclusion, learning and creativity, media and information literacy, ethics and empathy, health and digital wellbeing, e-presence and communication, active participation, rights and responsibilities, privacy and security, and consumer awareness) included in the DCE Planner (Council of Europe, 2025a), the themes associated with these domains (Table 5), and the learning outcomes prepared for each theme for four different age groups (5-7, 8-11, 12-15, 16-18) included in the DCE Planner (Council of Europe, 2025).

Table 5

Ten Domains of Digital Citizenship (Council of Europe, 2025a)

No.	Domain	Themes	No.	Domain	Themes
1	**Access and Inclusion**	▪ Benefits of technology ▪ Widening opportunities ▪ Assistive technology ▪ Gender equality ▪ Linguistic and cultural inclusion ▪ Digital exclusion ▪ Policy on digital access ▪ Actions to promote inclusion	6	**e- Presence and Communications**	▪ Definition, formation and importance of digital footprint ▪ Getting a reputation ▪ Virtual characters and avatars ▪ How others affect your reputation ▪ The right to control your data ▪ Managing online presence
2	**Learning and Creativity**	▪ Learning with technology ▪ Creating with a purpose ▪ Creating together ▪ Creating ethically ▪ Copyright ▪ Open source ▪ Cultural understanding ▪ Responsible innovation	7	**Active Participation**	▪ Finding out about society ▪ Researching issues and opinions ▪ Participating in debate ▪ Advocacy and activism ▪ Lobbying ▪ Organising and campaigning ▪ Voting ▪ Local action

3	**Media and Information Literacy**	▪ Keeping informed ▪ Who or what is behind the news ▪ Being critical ▪ Propaganda and manipulation ▪ Why truth matters ▪ Finding news you can trust ▪ Sharing information responsibly ▪ Creating your own news content	**8**	**Rights and Responsibilities**	▪ Understanding your rights ▪ Knowing your responsibilities ▪ Defending your rights ▪ Protecting one other ▪ Freedom of expression ▪ Freedom from discrimination ▪ Hate speech ▪ Taking action on rights
4	**Ethics and Empathy**	▪ How people behave online ▪ Thinking about others ▪ Fostering inclusion ▪ Hurtful behaviour ▪ Cyberbullying, what bullying does to someone ▪ Protecting yourself ▪ Taking action to help others	**9**	**Privacy and Security**	▪ Data collection ▪ Threats to privacy and security ▪ Protecting online privacy ▪ Inappropriate content ▪ Keeping safe ▪ Action for a safer internet
5	**Health and Well-being**	▪ General health benefits ▪ Digital health tools ▪ Overuse and addiction ▪ Unhealthy content ▪ Gaming and health ▪ Getting a healthy balance ▪ A healthier digital culture ▪ Action on digital health	**10**	**Consumer Awareness**	▪ Digital money ▪ Consumer rights ▪ Smart spending ▪ Responsible shopping ▪ Understanding advertising ▪ Environmental consequences ▪ Sustainability ▪ Ethical consumption

In the data analysis process, the five basic stages proposed by Forster (1995; cited in Yıldırım & Şimşek, 2016) were followed:

1. Accessing documents,
2. Evaluating documents for validity and reliability,
3. Structuring the analysis framework,
4. Systematically reading the documents and performing content coding,
5. The interpretation and analysis of coded data and the reporting of analysis results.

Accordingly, in the first stage, each curriculum was examined in terms of content, and explicit or implicit learning outcomes, values, and skills related to digital citizenship domains were identified. In the second stage, these outcomes were analysed using a form based on the ten domains of digital citizenship defined by the DCE Planner (Council of Europe, 2025a) and grouped according to the relevant grade level (Appendix 2). At this stage, same learning outcomes were allowed to be coded under more than one digital citizenship domain based on its content. Subsequently, the data were frequency-analysed according to digital citizenship domains, and their distribution at the grade/course level was evaluated comparatively.

To ensure reliability during the research process, the process of determining the learning outcomes related to digital citizenship in the Pre-school Curriculum and other curricula was meticulously carried out by subject area and curriculum development experts working at the Curriculum Department of the Board of Education. The coding of learning outcomes, their coding according to the DCE Planner, and their descriptive analysis were carried out by two experts working at the Board of Education, one specialising in curriculum development and the other holding a PhD in mathematics education. The findings obtained from the data analysis are presented in detail in the next section.

It was observed that in some curricula, the learning outcomes did not directly refer to digital citizenship themes, but these themes were indirectly addressed in the explanations regarding the course delivery. It was found that the learning outcomes, sub-learning outcomes, and process components of some curricula provided only descriptive information related to the subject area, but that content related to digital citizenship was present in the course delivery or teaching-learning process. Thus, the analysis was not limited to learning outcomes alone; other structural elements of the teaching process were also evaluated.

4. FINDINGS

In this study, the Pre-school Educational Programme and a total of 25 curricula for primary school, secondary school and upper secondary school levels, prepared in line with the Century of Türkiye Education Model, were analysed using the DCE Planner (Council of Europe, 2025a) and its ten domains of digital citizenship (i. access and inclusion, ii. learning and creativity, iii. media and information literacy, iv. ethics and empathy, v. health and well-being, vi. e-presence and communications, vii. active participation, viii. rights and responsibilities, ix. privacy and security, and x. consumer awareness). During the analysis process, it was determined whether the learning outcomes in each curriculum were related to any of the domains of digital citizenship. The relevant sub-learning outcomes and process components were also evaluated within the same thematic framework. As mentioned in the previous section, in some curricula, digital citizenship themes were not directly included in the learning outcomes but were addressed indirectly in the course descriptions and teaching process explanations. Therefore, the data analysis was not limited to learning outcomes but was conducted holistically to include other content related to digital citizenship.

Detailed data on the distribution of learning outcomes according to digital citizenship themes based on grade level is presented in Appendix 2. The course-based tables in Appendix 2 clearly show the relation between the learning outcomes related to digital citizenship in each curriculum and the domains of digital citizenship according to the DCE Planner (Council of Europe, 2025a). The findings obtained from the analyses conducted in light of the DCE Planner will be presented below in sequence.

4.1. GENERAL FINDINGS

Table 6 presents the numerical distribution of learning outcomes identified according to the domains of digital citizenship in the DCE Planner in the Pre-school Curriculum and in a total of 25 curricula developed within the framework of the Century of Türkiye Education Model for the and primary, secondary and upper secondary education levels.

Table 6

Number and Distribution of Learning Outcomes in CTEM Curricula According to the Domains of Digital Citizenship in the DCE Planner (Council of Europe, 2025)

Curriculum	Age Group / Grade Level	Access and Inclusion	Learning and Creativity	Media and Information Literacy	Ethics and Empathy	Health and Well-being	e-Presence and Communications	Active Participation	Rights and Responsibilities	Privacy and Security	Consumer Awareness	Total
1	36-48 Months	0	5	5	1	0	0	0	0	0	0	11
	36-72 Months	0	1	2	0	1	1	0	0	0	0	5
	48-60 Months	0	7	5	0	0	0	0	0	0	0	12
	60-72 Months	0	11	7	0	0	0	0	0	0	0	18
2	1	0	4	4	0	0	0	0	0	0	0	8
	2	0	8	9	0	0	2	0	0	0	0	19
	3	0	3	3	1	0	4	1	1	0	0	13
	4	0	6	6	5	0	7	0	0	3	0	27
3	1	0	4	2	0	0	0	0	0	0	0	6
	2	0	8	7	0	0	2	0	0	0	0	17
	3	0	9	3	0	0	0	0	0	0	0	12
	4	0	5	0	0	0	0	0	0	0	0	5
4	3	0	1	0	0	0	0	0	0	0	0	1
	4	0	5	2	0	0	0	0	1	1	1	10
	5	0	8	4	0	0	0	0	0	0	0	12
	6	0	13	5	0	0	0	0	0	0	0	18
	7	0	20	6	0	0	0	0	0	0	1	27
	8	0	21	9	0	0	1	0	0	0	1	32
5	1	2	9	1	1	0	1	0	0	1	1	16
	2	3	12	5	2	1	2	1	2	4	0	32
	3	3	8	2	2	2	2	0	1	1	1	22
6	4	6	9	3	4	0	3	3	6	4	0	38

7	**5**	1	20	18	7	0	11	1	7	4	0	**69**
	6	1	20	18	7	0	11	1	7	4	0	**69**
	7	1	20	20	9	0	13	3	9	6	0	**81**
	8	1	20	20	9	0	13	3	9	6	0	**81**
8	**5**	0	11	2	0	0	0	0	0	0	0	**13**
	6	0	8	2	0	0	0	0	0	0	0	**10**
	7	0	8	2	0	0	0	0	0	0	0	**10**
	8	0	9	3	0	0	0	0	0	0	0	**12**
9	**4**	0	13	2	1	0	1	0	0	5	0	**22**
	5	5	23	9	0	3	0	4	2	2	1	**49**
	6	6	25	11	1	1	0	2	5	1	1	**53**
	7	3	24	2	1	0	1	0	0	0	0	**31**
10	**8**	1	6	5	0	0	1	0	0	1	0	**14**
11	**4**	0	6	0	0	0	0	0	0	0	0	**6**
	5	0	4	0	0	0	0	0	0	0	0	**4**
	6	0	5	1	1	0	1	0	1	1	0	**10**
	7	0	4	0	0	0	0	0	0	0	0	**4**
	8	0	4	0	0	0	0	0	0	0	0	**4**
12	**5**	0	4	1	0	0	0	0	0	0	0	**5**
	6	0	1	0	0	0	0	0	0	0	0	**1**
	7	0	3	1	0	0	0	0	0	0	0	**4**
	8	0	2	0	0	0	0	0	0	0	0	**2**
13	**5**	0	5	1	0	0	1	0	0	0	0	**7**
	6	0	12	1	0	0	0	0	0	0	0	**13**
	7	0	10	0	0	0	0	0	0	0	0	**10**
	8	0	14	0	0	0	0	0	0	0	0	**14**
14	**9**	0	5	0	0	0	0	0	0	0	0	**5**
	10	0	6	0	1	0	1	0	1	1	2	**12**
	11	0	5	0	0	0	0	0	0	0	0	**5**
	12	0	4	1	1	1	0	0	1	1	0	**9**

15	**10**	0	3	1	0	0	0	0	0	0	0	**4**
	11	0	3	1	0	0	1	0	0	0	0	**5**
	12	0	4	0	0	0	0	0	0	0	0	**4**
16	**9**	0	8	4	0	0	0	0	0	0	0	**12**
	10	0	6	2	0	0	0	0	0	0	0	**8**
	11	0	6	1	0	0	0	0	0	0	0	**7**
	12	0	5	0	0	0	0	0	0	0	0	**5**
17	**9**	0	3	0	0	2	0	0	0	0	0	**5**
18	**Preparatory**	0	2	2	2	0	2	0	0	0	0	**8**
	9	0	10	0	0	0	3	0	0	0	0	**13**
	10	0	2	1	2	0	2	0	0	1	0	**8**
	11	0	2	1	0	0	1	0	0	0	0	**4**
	12	0	3	1	1	0	3	0	0	1	0	**9**
19	**Preparatory**	0	9	0	0	0	2	0	0	1	0	**12**
	9	0	7	1	0	0	3	0	0	0	0	**11**
	10	0	11	3	0	0	1	0	0	1	0	**16**
	11	0	11	1	0	0	1	0	0	0	0	**13**
	12	0	12	1	0	0	3	0	0	1	0	**17**
20	**9**	0	2	0	0	0	0	0	0	0	0	**2**
	11	0	5	0	0	0	0	0	0	0	0	**5**
	12	0	1	0	0	0	0	0	0	0	0	**1**
21	**9**	0	7	0	0	0	1	0	0	1	1	**10**
	10	0	4	0	0	0	0	0	0	0	0	**4**
	11	0	8	3	0	0	0	0	0	1	1	**13**
	12	0	6	2	0	0	0	0	0	0	1	**9**
22	**9**	0	2	2	0	0	1	0	0	0	0	**5**
	10	0	6	6	0	0	2	0	0	2	0	**16**
	11	0	7	5	0	0	1	0	0	1	0	**14**
	12	0	2	1	0	0	0	0	0	0	0	**3**

23	**9**	0	5	3	0	0	0	1	0	1	0	**10**
	10	0	5	3	0	0	1	0	0	0	0	**9**
	11	0	1	0	0	0	0	0	0	0	0	**1**
	12	0	2	2	0	0	0	0	0	0	0	**4**
24	**10**	0	4	3	1	0	1	0	0	0	0	**9**
	11	0	6	2	2	2	1	0	1	1	1	**16**
25	**9**	0	5	4	0	0	1	0	0	1	0	**11**
	10	0	3	2	0	0	1	0	0	1	0	**7**
	11	0	3	2	0	0	0	0	0	1	0	**6**
26	**12**	0	5	3	0	0	0	0	0	2	0	**10**

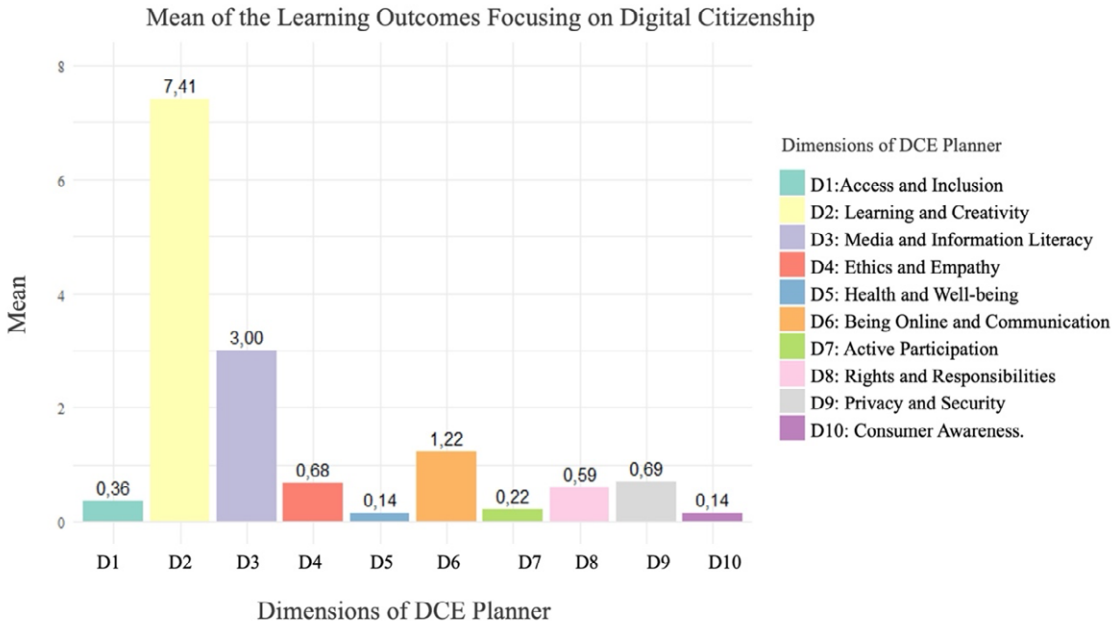
Note 1. Curricula: 1. Pre-school Curriculum, 2. Primary School Turkish Language Curriculum (Grades 1, 2, 3 and 4), 3. Primary School Mathematics Curriculum (Grades 1, 2, 3 and 4), 4. Science Curriculum (Grades 3, 4, 5, 6, 7 and 8), 5. Social Studies Curriculum (Grades 1, 2 and 3), 6. Human Rights, Democracy and Citizenship Curriculum (Grade 4), 7. Secondary School Turkish Language Curriculum (Grades 5, 6, 7 and 8), 8. Secondary School Mathematics Curriculum (Grades 5, 6, 7 and 8), 9. Social Studies Curriculum (Grades 4, 5, 6 and 7), 10. Republic of Türkiye's Revolution History and Atatürkism Curriculum (Grade 8), 11. Religious Culture and Moral Knowledge Curriculum (Grades 4, 5, 6, 7 and 8), 12. The Life of the Prophet Curriculum (Grades 5, 6, 7 and 8), 13. The Quran Curriculum (Grades 5, 6, 7 and 8), 14. Religious Culture and Moral Knowledge Course Curriculum (Grades 9, 10, 11 and 12), 15. The Life of the Prophet Course Curriculum (Grades 9, 10, 11 and 12), 16. The Quran Curriculum (Grades 9, 10, 11 and 12), 17. Religious Knowledge and Ethics Curriculum (Grade 9), 18. Turkish Language and Literature Curriculum (Preparatory, Grades 9, 10, 11 and 12), 19. Mathematics Curriculum (Grades 9, 10, 11 and 12), 20. Physics Curriculum (Grades 9, 10, 11 and 12), 21. Chemistry Curriculum (Grades 9, 10, 11 and 12), 22. Biology Curriculum (Grades 9, 10, 11 and 12), 23. Geography Curriculum (Grades 9, 10, 11 and 12), 24. Philosophy Curriculum (Grades 10 and 11), 25. History Curriculum (Grades 9, 10 and 11), 26. Republic of Türkiye's Revolution History and Atatürkism Curriculum (Grade 12).

Note 2. The same learning outcome content may be coded under more than one digital citizenship domain (see Appendix 2). Although digital citizenship themes may not be directly included in the learning outcomes of some curricula, they are indirectly addressed in the explanations of the course delivery and teaching process. Therefore, the data analysis was not limited to learning outcomes alone but was conducted holistically to include other content related to digital citizenship.

The averages of the digital citizenship-themed learning outcomes in the examined CTEM curricula, based on the ten domains in the DCE Planner, are presented in Figure 4. Accordingly, the "learning and creativity" domain has the highest average (7.41) and stands out as the most emphasised domain in the context of digital citizenship. This is followed by the domains "media and information literacy" (3.00) and "e-presence and communications" (1.22). The domains "health and digital well-being" and "consumer awareness" have the lowest average (0.14).

Figure 4

Average of Digital Citizenship-Themed Learning Outcomes



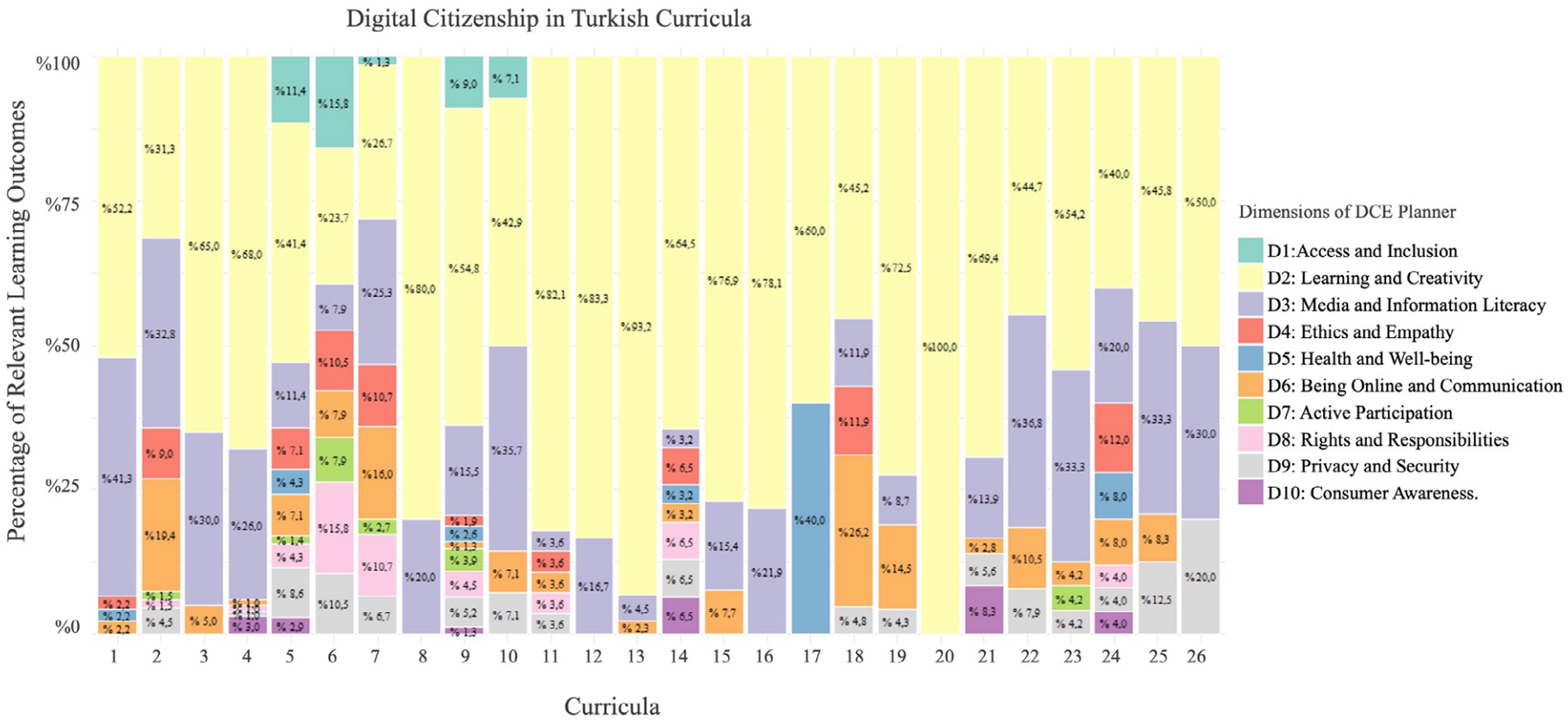
The percentage distribution of learning outcomes related to digital citizenship in the examined curricula, based on the ten domains of digital citizenship defined in the Council of Europe's Digital Citizenship Education Planner (Council of Europe, 2021), is presented in Figure 5. As seen in the graph, the "learning and creativity" domain stands out as the most dominant domain represented in almost all curricula. This highlights the importance attached to accessing digital information, producing digital content, and using digital technologies in pedagogical processes in the curricula.

The second domain, “media and information literacy”, reflects the importance attached to equipping students with skills in conducting research, questioning information sources, and developing a critical perspective on digital information. In contrast, domains such as “access and inclusion” and “privacy and security” are generally represented to a more limited extent, although they are prominent in some of the curricula. “Health and digital well-being” and “consumer awareness” are among the least represented domains. The “health and digital well-being” domain is particularly present in the Pre-school Curriculum, Introduction to Social Studies, Social Studies, Religious Culture and Moral Knowledge (grades 9-12), Basic Religious Knowledge, and Philosophy Curricula, while the “consumer awareness” domain is represented to a limited extent in the Science, Introduction to Social Studies, Social Studies, Religious Culture and Moral Knowledge (grades 9-12), Chemistry, and Philosophy Curricula. This indicates that these themes are given less emphasis in the educational context of the curricula.

The detailed findings and analyses by subject are presented below.

Figure 5

Distribution of Digital Citizenship-Themed Learning Outcomes in the Curricula Based on the DCE Planner's Digital Citizenship Domains



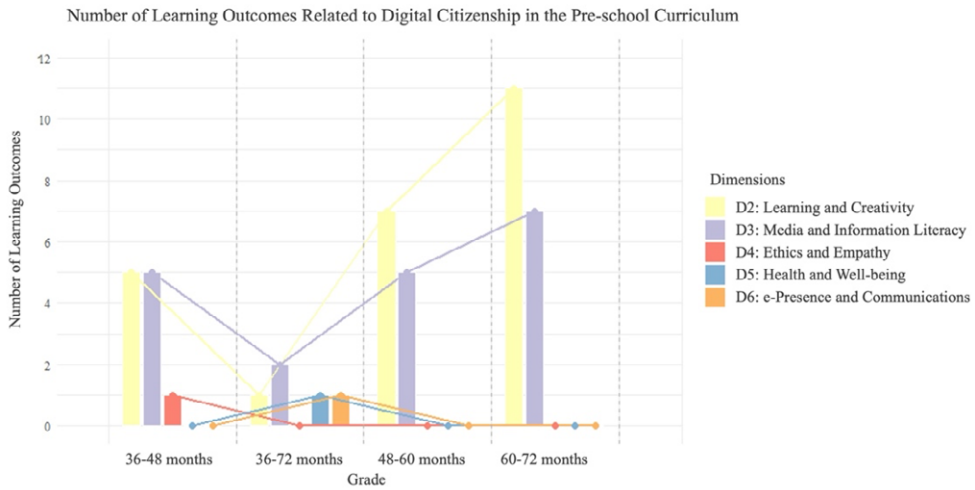
Note 1. Curricula: 1. Pre-school Curriculum, 2. Primary School Turkish Language Curriculum (Grades 1, 2, 3 and 4), 3. Primary School Mathematics Curriculum (Grades 1, 2, 3 and 4), 4. Science Curriculum (Grades 3, 4, 5, 6, 7 and 8), 5. Social Studies Curriculum (Grades 1, 2 and 3), 6. Human Rights, Democracy and Citizenship Curriculum (Grade 4), 7. Secondary School Turkish Language Curriculum (Grades 5, 6, 7 and 8), 8. Secondary School Mathematics Curriculum (Grades 5, 6, 7 and 8), 9. Social Studies Curriculum (Grades 4, 5, 6 and 7), 10. Republic of Türkiye's Revolution History and Atatürkism Curriculum (Grade 8), 11. Religious Culture and Moral Knowledge Curriculum (Grades 4, 5, 6, 7 and 8), 12. The Life of the Prophet Curriculum (Grades 5, 6, 7 and 8), 13. The Quran Curriculum (Grades 5, 6, 7 and 8), 14. Religious Culture and Moral Knowledge Course Curriculum (Grades 9, 10, 11 and 12), 15. The Life of the Prophet Course Curriculum (Grades 9, 10, 11 and 12), 16. The Quran Curriculum (Grades 9, 10, 11 and 12), 17. Religious Knowledge and Ethics Curriculum (Grade 9), 18. Turkish Language and Literature Curriculum (Preparatory, Grades 9, 10, 11 and 12), 19. Mathematics Curriculum (Grades 9, 10, 11 and 12), 20. Physics Curriculum (Grades 9, 10, 11 and 12), 21. Chemistry Curriculum (Grades 9, 10, 11 and 12), 22. Biology Curriculum (Grades 9, 10, 11 and 12), 23. Geography Curriculum (Grades 9, 10, 11 and 12), 24. Philosophy Curriculum (Grades 10 and 11), 25. History Curriculum (Grades 9, 10 and 11), 26. Republic of Türkiye's Revolution History and Atatürkism Curriculum (Grade 12).

4.1.1. Findings on the Digital Citizenship Theme in the CTEM Pre-school Curriculum

It has been determined that 26 learning outcomes included in the Pre-school Curriculum are related to at least one of the 10 domains of digital citizenship defined in the Council of Europe's DCE Planner. These outcomes are particularly concentrated in the domains "media and information literacy" and "learning and creativity" (Figure 6). They are followed by other domains such as "ethics and empathy", "e-presence and communications", and "health and digital well-being". Figure 6 shows that learning outcomes related to the domains "learning and creativity" and "media and information literacy" increase significantly with age in pre-school groups, while they decrease or stagnate in the domains "ethics and empathy" and "e-presence and communications".

Figure 6

Number of Learning Outcomes Related to Digital Citizenship in the Pre-school Curriculum



The curriculum specifically supports the ability to interpret digital content, visual literacy, and digital expression skills. For example, outcome TADB.2 enables children to make sense of materials such as digital stories, videos or poems by relating them to their prior knowledge. Outcome TAOB.2 supports them in making predictions and inferences about texts based on visuals. Similarly, SAB.19 develops the ability to create representations of information such as tables, graphs and figures, laying the foundations for analytical thinking and digital presentation skills at an early age.

Outcomes aimed at developing ethical and value-based digital attitudes are also included in the curriculum. Outcome TAOB.5 aims to enable children to develop positive or negative emotional responses to digital content, thereby ensuring that children recognise the effects of digital content. This encourages the development of awareness not only at a cognitive level but also at an emotional level.

Awareness of digital communication tools is supported by a limited number of learning outcomes. Outcome OB2.2 aims to enable children to identify age-appropriate digital communication tools, understand their functions in daily life, and develop awareness about usage times. Outcome OB2.2 is also noteworthy in terms of "health and digital well-being", as it supports children's understanding of the importance of using digital tools for a limited time, thus emphasising digital balance and well-being at an early age.

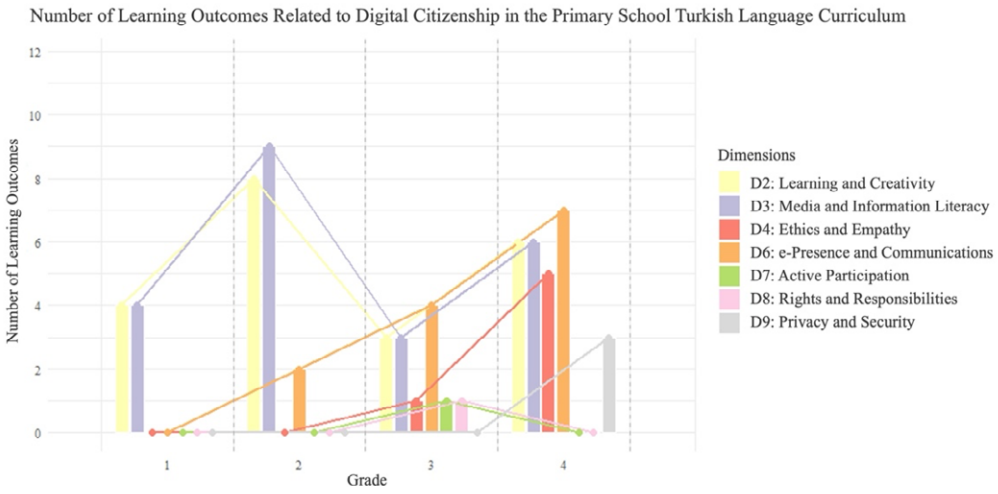
However, the curriculum does not include a direct learning outcome addressing the more complex and structural domains of digital citizenship, such as "digital participation", "online rights", "security", "privacy", "online consumerism", and "awareness of online environments". This indicates that digital citizenship in the pre-school period is addressed more in terms of content interaction and expression skills, but issues such as online rights, security, or responsibility have not yet been structured.

4.1.2. Findings on the Digital Citizenship Theme in the CTEM Primary School Turkish Language Curriculum (Grades 1, 2, 3 and 4)

A review of the Primary School Turkish Language Curriculum from the perspective of digital citizenship reveals that the curriculum strongly supports the domains "media and information literacy" and "learning and creativity" in particular, but addresses other domains of digital citizenship to a limited extent (Figure 7). Figure 7 shows that as students progress from Grade 1 to 4, learning outcomes related to "e-presence and communications", "active participation", and "privacy and security" increase, while there is a decline in domains such as "learning and creativity" and "media and information literacy" after Grade 2. This indicates that in higher grades, learning outcomes focused on digital interaction, rights, and security come to the fore.

Figure 7

Number of Learning Outcomes Related to Digital Citizenship in the Primary School Turkish Language Curriculum



The curriculum is most heavily based on "media and information literacy". There is frequent emphasis on students acquiring information from digital sources, evaluating this information, and producing content. Text production, visual reading, and writing editing skills using digital tools are prominent areas.

- TR.4.4.3.1: Revises the text they have written. *(Students are encouraged to revise and present their own texts using digital tools. This outcome supports active participation in digital writing processes and the development of editorial skills.)*
- TR.3.4.2.3: Writes based on visuals. *(It is recommended that visuals selected from the digital environment be included in the writing process. This ensures the integration of digital visual literacy and creativity.)*

The domain "ethics and empathy" is more implicitly present in the curriculum. Particular attention is drawn to respectful communication, citing sources, and protecting personal data in text production and interpretation processes, especially in online environments:

- TR.4.4.5.2: Pays attention to etiquette in the presentations they prepare. *(This learning outcome contributes to the development of ethical behaviour in the digital environment by encouraging students to use respectful and appropriate communication language when making digital presentations.)*

Regarding digital security, the learning outcome "Paying attention to digital privacy in online environments" (T.Y.4.1, T.Y.4.2, and T.Y.4.3) and other related outcomes emphasise the confidentiality of personal information in online correspondence and remind students of the importance of digital privacy. Furthermore, outcomes such as TR.2.2.2.1 and TR.3.2.2.1 directly support digital information literacy through practices such as "looking up words whose meaning is unknown from online or printed sources". These practices both develop research skills and pedagogically structure the use of online resources.

The domain "e-presence and communications" is clearly visible in some outcomes, albeit to a limited extent. Students' production of writing in digital formats such as email, instant messaging, and letters both develops their written communication skills and draws attention to the appropriate use of language in online environments.

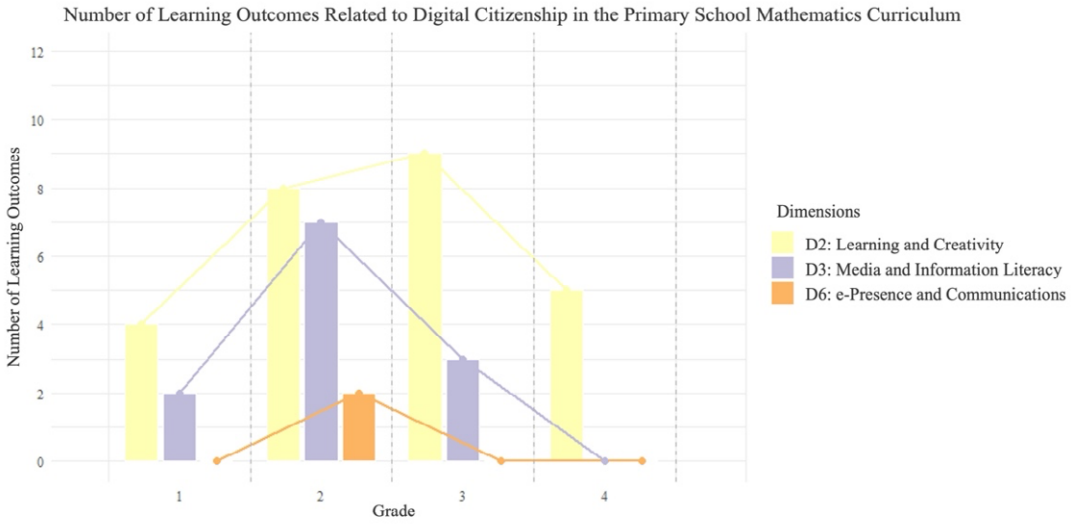
The Primary School Turkish Language Curriculum usually focuses on the knowledge and content dimensions of digital citizenship, supporting students' skills in producing digital texts, interpreting visuals, and editing content. However, the curriculum does not include more systematic and distinct learning outcomes in domains such as digital ethics, online rights, security, and participation.

4.1.3. Findings on the Digital Citizenship Theme in the CTEM Primary School Mathematics Curriculum (Grades 1, 2, 3 and 4)

The Primary School Mathematics Curriculum reflects the domains of digital citizenship at varying levels across different grade levels within the scope of CTEM. In particular, the domains "learning and creativity" and "media and information literacy" are clearly prominent at Grades 2 and 3, but these representations are relatively less prominent in higher grades (Figure 8). Other domains are represented to a more limited extent and implicitly at some grade levels.

Figure 8

Number of Learning Outcomes Related to Digital Citizenship in the Primary School Mathematics Curriculum



According to the content analysis, the domain "learning and creativity" is dominant at all four grade levels. This indicates that students' skills in problem solving, modelling, and creating mathematical representations through digital tools are supported. For example, learning outcomes MAT.1.4.1 and MAT.2.4.1 aim to analyse data through tally charts, frequency tables, and graphs, while the use of online tools in this process aims to acquire digital literacy in a practical way. Similarly, learning outcomes such as MAT.3.3.7 and others contribute to students' understanding of abstract concepts such as symmetry through three-dimensional digital software.

- MAT 1.4.1: Being able to work with basic data groups based on categorical data and make data-based decisions. (...*It is ensured that students recognise that tally charts, frequency tables and object graphs used in data visualisation are also mathematical representations and understand their meanings in context. Online tools are used in the data visualisation process*.)
- MAT.3.3.7: Being able to construct a symmetrical shape when provided with a part of it according to the axis of symmetry. *(…To develop students' ability to interpret digital information, a symmetrical shape given as part of an interactive activity created using 3D technological software is examined.*

In addition, students are encouraged to make comparisons and draw conclusions.)

The domain “media and information literacy” also emerges particularly in data-based decision-making, graph reading, and working with visual mathematical representations. In applications where students acquire information from digital sources, organise this information, and share it, the interpretation of media content is encouraged.

The domain “e-presence and communications” is represented to a more limited extent. Learning outcomes MAT.2.2.6 and MAT.2.1.9 recommend that students express their opinions and share content via platforms such as digital boards, online sharing tools, and EBA. This contributes to students experiencing online collaboration and interaction skills at an early age.

- MAT.2.2.6: Being able to interpret different meanings of equation in the context of the four operations *(...During these sharing sessions, students in the groups are expected to listen to each other actively and contribute with their opinions. To develop students’ skills in “communicating and sharing in a digital environment”, the use of EBA and “digital whiteboards” is utilised, taking into account the opportunities offered by this sharing process.)*

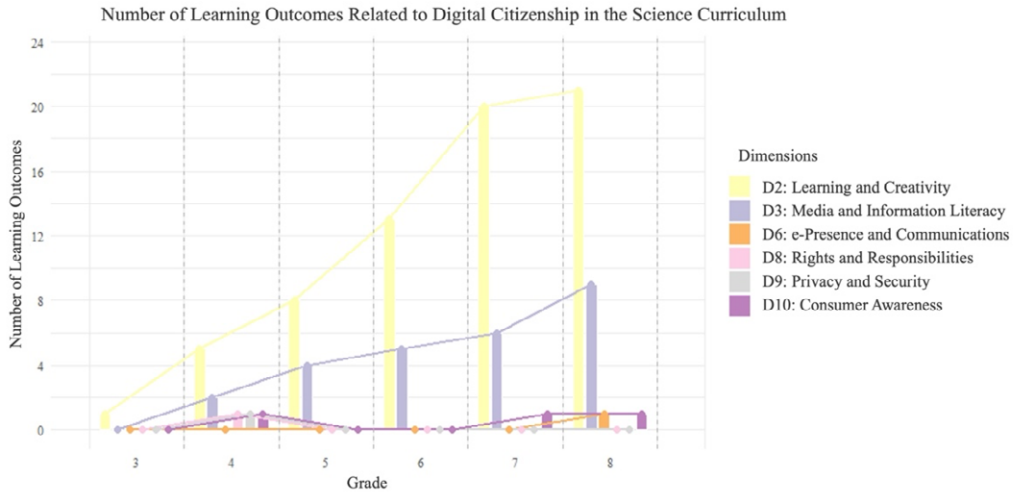
Overall, the Primary School Mathematics Curriculum offers a robust framework for DCE dimensions, particularly with respect to “learning and creativity” and “media and information literacy”. It supports pupils in interacting with digital content, integrating digital tools into the problem-solving process, and presenting information visually. However, it is observed that other domains of digital citizenship, such as “ethics and empathy”, “rights and responsibilities”, “privacy and security”, “consumer awareness”, “health and digital well-being”, and “active participation” are not directly or systematically addressed in the curriculum. In particular, skills such as protecting students’ personal data, demonstrating ethical behaviour in online environments, or acquiring safe digital habits are not defined as explicit learning outcomes in the curriculum.

4.1.4. Findings on the Digital Citizenship Theme in the CTEM Science Curriculum (Grades 3, 4, 5, 6, 7 and 8)

The Science Curriculum offers significant outcomes in the context of digital citizenship through numerous learning outcomes from Grade 3 to Grade 8. The curriculum strongly represents the domains “learning and creativity” and “media and information literacy” in particular. These representations become more pronounced in grades 6, 7 and 8 (Figure 9), with a view to supporting students’ practical skills such as gathering information from digital content, making scientific observations, modelling, and conducting experiments.

Figure 9

Number of Learning Outcomes Related to Digital Citizenship in the Science Curriculum



For example, in the case of the learning outcome FB.4.1.2, students are expected to evaluate online information sources for reliability, pay attention to domain extensions, and gain awareness of intellectual property rights. This outcome is directly related not only to “media and information literacy” but also to “rights and responsibilities”. Some learning outcomes in the curriculum directly contribute to “learning and creativity”. Students are expected to construct scientific concepts using digital videos, animations, virtual laboratories, and modelling tools. These digital contents facilitate the concretization of learning and contribute to the structuring of scientific thinking.

- FB.4.1.2: Being able to question the reliability of information sources. [...*Students can be informed about what to look for when questioning the reliability of information sources in the digital environment (e.g., sites with .edu, .gov extensions) to access reliable information sources. Students are encouraged to be aware of intellectual property rights when obtaining information from the digital environment and to act accordingly*.]
- FB.5.3.2.2: Being able to gather information on what needs to be done for the health of the support and movement system. (...*They are encouraged to use different methods to access information, such as reliable web addresses, printed sources, and interviews with subject matter experts. The use of reliable web addresses is linked to information technology lessons, particularly with respect to digital presentations and video preparation.*)
- FB.8.5.4.2: Being able to predict whether substances are acids or bases based on scientific observation using various reagents. *(…Virtual laboratories or digital content related to the experiment can also be utilised.)*

These outcomes demonstrate that digital media can be used not only as a source of information but also as an environment for experimental observation, data analysis, and scientific inquiry. In this context, the curriculum supports the domain “media and information literacy” through practical means.

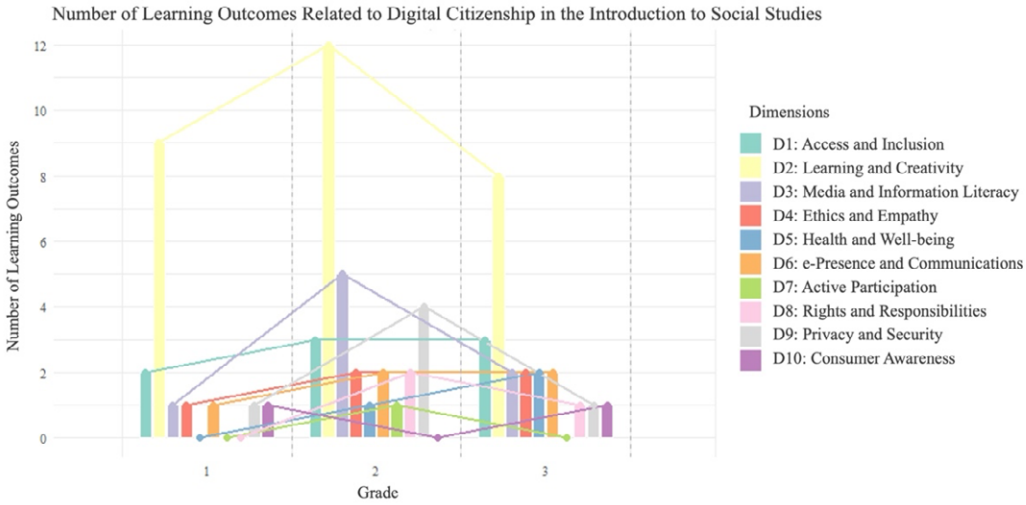
In general, the Science Curriculum provides a robust framework centred on accessing information, evaluating information, using digital environments in a scientific context, and creative problem-solving from a digital citizenship perspective. However, other domains of digital citizenship, such as “e-presence and communications”, “ethics and empathy”, “privacy and security”, and “consumer awareness”, are represented to a limited extent. In particular, the curriculum lacks clear and systematic learning outcomes in areas such as the protection of personal data, ethical principles regarding online behaviour, online security risks, and responsibility in digital communication.

4.1.5. Findings on the Digital Citizenship Theme in the CTEM Introduction to Social Studies Curriculum (Grades 1, 2 and 3)

The Introduction to Social Studies Curriculum offers a multidimensional structure aimed at developing students' basic skills related to their individual, social, and digital lives. Analyses show that this course directly or implicitly covers many domains included in the DCE Planner in the context of digital citizenship (Figure 10).

Figure 10

Number of Learning Outcomes Related to Digital Citizenship in the Introduction to Social Studies Curriculum



Some learning outcomes in the curriculum are related to multiple domains of digital citizenship. For example, learning outcome HB.2.2.4 aims for students to use digital communication tools responsibly in an emergency and to communicate correctly with the authorities. This outcome encompasses the domains "privacy and security", "rights and responsibilities" and "e-presence and communications".

Similarly, in learning outcome HB.2.2.2, students are expected to develop behaviours that protect their personal space in online environments. This includes elements such as sharing personal information, developing behaviour against security risks, and digital boundaries. In this respect, the domains "privacy and security", "ethics and empathy", and "digital communication" are addressed together.

HB.3.6.2 learning outcome requires students to question the impact of technological developments on daily life. This process highlights elements such as “access and inclusion”, “digital health”, “media and information literacy”, and informed use in “digital communication”, addressing concepts such as the appropriate use of digital tools and digital footprints.

Interacting with digital tools in activities such as digital content production, conducting research, sharing experiences, and creating artistic products supports students in becoming creative and productive individuals from a pedagogical perspective.

- HB.1.6.2: Content that encourages students to question their curiosity about technology is provided, and educational videos, documentaries, and animations are used to facilitate their acquisition of knowledge.
- HB.2.6.2: Students are encouraged to compare the evolution of technological products over time and develop an awareness of local technologies. This outcome is also related to the domain “active participation”.
- HB.3.1.3: Students who develop awareness projects to promote children’s rights are supported in both the “rights and responsibilities” and “ethics and empathy” themes.

In addition, “consumer awareness” has the potential to be addressed in learning outcomes HB.1.5.4 and HB.3.3.1 in particular, through topics such as recycling, saving, and waste. In this respect, the curriculum contributes to the development of responsible consumption habits.

In summary, the Introduction to Social Studies Curriculum supports most of the 10 domains of digital citizenship defined in the DCE Planner at the content level and aims to equip students with the fundamental knowledge, skills and attitudes required in the digital age through learning outcomes. However, most of the outcomes are addressed indirectly and are not supported by systematic and explicit guidance.

4.1.6. Findings on the Digital Citizenship Theme in the CTEM Human Rights, Democracy and Citizenship Curriculum (Grade 4)

The Human Rights, Citizenship and Democracy Curriculum is one of the rare programmes that covers almost all digital citizenship themes. An analysis of its content

suggests that the curriculum addresses domains such as “access and inclusion”, “learning and creativity”, “media and information literacy”, “ethics and empathy”, “e-presence and communications”, “rights and responsibilities”, “privacy and security”, and “active participation”.

The curriculum particularly encourages students to access information using digital resources, interpret this information, and express it using different digital tools. For example, learning outcome IHVD.4.1.1 enables access to concepts such as children’s rights through digital resources, while outcomes such as IHVD.4.2.3 aim to develop “learning and creativity” skills through means such as digital stories, animations or comics. Both outcomes also serve the domain “media and information literacy”.

- IHVD.4.1.1: Being able to identify the characteristics of being a child. […*At this stage, written, visual or digital resources are used (OB1., OB2., OB4.).]*
- IHVD.4.2.3: Being able to interpret the meaning of equal opportunity. […*The teacher provides written, visual or digital resources to the class to encourage students to think about equal opportunity (OB1., OB2., OB4).]*

The curriculum supports students in gaining awareness of recognising and protecting both their own rights and the rights of others in online environments. In particular, learning outcome IHVD.4.3.1 addresses the digital dimension of citizenship rights, while learning outcome IHVD.4.3.3 directly introduces the concept of digital citizenship, opening up a discussion on students’ individual and societal digital responsibilities.

- IHVD.4.3.1: Being able to interpret the rights and freedoms that come with citizenship. [b) Expresses the rights and freedoms that come with being a citizen verbally, in writing, visually, etc. (*This covers the principle of equality, freedom of communication, consumer rights, the right to petition, privacy and protection of private life, and the right to vote and be elected*.)]

Learning outcome IHVD.4.3.3 focuses on identifying the characteristics required for digital citizenship. This outcome is one of the rare examples within the CTEM Human Rights, Citizenship and Democracy Curriculum that explicitly carries the name of digital citizenship and, with its content, covers almost all dimensions of digital citizenship. The pedagogical aim of this outcome is to enable students to take on individual, social and

ethical responsibilities in digital environments and to raise awareness of the rights, responsibilities and dangers of the digital world. One of the strengths of IHVD.4.3.3 is that it proposes addressing topics such as personal data protection, cyberbullying, safe use of the Internet and appropriate communication behaviour directly through case studies.

- IHVD.4.3.3: Being able to identify the characteristics required for digital citizenship. [*Students are asked to write down on pieces of paper which applications they use on the internet and crumple the papers and throw them into a basket brought by the teacher. The papers in the basket are read by the teacher and classified according to their areas of use (education, health, etc.). The digital applications EBA, e-School, e-Government, e-Pulse and CIMER are mentioned. The concept of digital citizenship is written on the board. The teacher explains the concept of digital citizenship. It is emphasised that the behaviour expected of a good citizen should also be present in digital environments (OB2.). The teacher presents short case studies on situations that require attention in the context of digital citizenship. The case studies cover content relating to protecting personal data such as one's own and one's family's identity information (D2.1.) and contact details in online environments, not sharing photographs, not communicating with strangers, informing parents or teachers when faced with cyberbullying or inappropriate content (D8.4.), checking the accuracy of information accessed on the internet, exercising due care in online communication and not using inappropriate expressions, and the fact that websites with .gov and .edu extensions are secure (D8.2., E3.9.). Students are encouraged to identify the characteristics required for digital citizenship based on examples provided through 5W1H questions (SDB3.3.). Students are divided into groups (SDB2.2.). As a performance task, students are asked to choose among "my responsibilities towards myself in online environments" or "my responsibilities towards others in online environments" and to identify such responsibilities by discussing them as a group (E2.2., E3.11.).*

As listed below, this outcome (IHVD.4.3.3), together with its sub-learning outcomes, touches on almost all domains of digital citizenship (DCE Planner).

- Privacy and security: protecting identity and communication information, seeking help from adults when faced with cyberbullying, safe use of the internet;
- Rights and responsibilities: recognising individual and societal digital responsibilities;
- Ethics and empathy: issues such as inappropriate language use and respect in online environments;
- e-Presence and Communications: appropriate communication methods on digital platforms;
- Media and information literacy: distinguishing reliable sources (e.g. websites with .gov and .edu extensions);
- Learning and creativity: classifying and presenting information using digital tools;
- Active participation: discussing online responsibilities through group work and digital performance tasks;
- Access and inclusion: developing skills to access platforms such as e-Government, e-School, and e-Pulse.

Outcome IHVD.4.3.3 can be considered a prototype application of CTEM's understanding of digital citizenship. Both in terms of the multifaceted themes it contains and its pedagogical depth, this learning outcome can be used as a model in digital citizenship education.

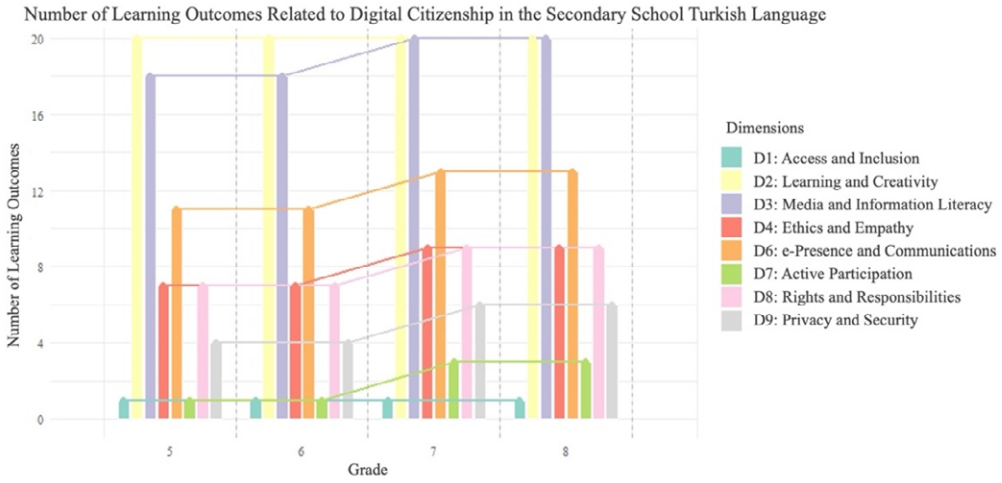
The CTEM Human Rights, Citizenship and Democracy Curriculum takes a multidimensional approach to the theme of digital citizenship, aiming to develop students' cognitive, affective and ethical aspects. The aim of this curriculum, which addresses digital rights and responsibilities at both individual and societal levels, is to teach students to evaluate online environments in terms of their technical, social and ethical aspects.

4.1.7. Findings on the Digital Citizenship Theme in the CTEM Secondary School Turkish Language Curriculum (Grades 5, 6, 7 and 8)

The Secondary School Turkish Language Curriculum is one of the disciplines addressing the concept of digital citizenship in a consistent manner in terms of the frequency of multifaceted and cross-grade digital citizenship-themed learning outcomes (Figure 11). In the learning outcomes structured from Grade 5 to 8, while students' listening/viewing, speaking, reading and writing skills are systematically developed strongly addressing the domains of digital citizenship such as "learning and creativity", "media and information literacy", "e-presence and communications", "ethics and empathy", "privacy and security", and "rights and responsibilities".

Figure 11

Number of Learning Outcomes Related to Digital Citizenship in the Secondary School Turkish Language Curriculum



The curriculum aims for students to acquire skills such as creating content using multimedia elements, selecting digital materials, evaluating media texts, protecting their personal data in online interactions, and using appropriate communication language. For example, learning outcomes such as T.D.5.8 and T.O.5.9 aim to develop students' skills in defining their personal freedom in online interactions, behaving ethically in digital environments, and viewing content critically. These outcomes also address the domains "ethics and empathy", "rights and responsibilities", "privacy and security", and "e-presence and communications" together. Learning outcomes T.K.5.5 and T.K.6.5 aim for students to select appropriate multimedia elements in their speeches, use them effectively in digital presentations, and develop their

communication skills. In this process, "learning and creativity" and digital communication and media literacy skills are supported together. Learning outcomes related to the writing process, such as T.Y.5.1 and T.Y.8.1, encourage students to use digital tools in an informed and ethical manner and to pay attention to emotional and moral aspects in written communication. These outcomes can be evaluated particularly in the context of "privacy and security", "ethics and empathy", and "health and digital well-being".

- T.D.5.8, T.D.6.8, T.D.7.8, T.D.8.8: Being able to make high-level inferences to determine the deeper meaning of what is heard/viewed. [*Activities are carried out to enable them to make high-level inferences to determine the deeper meaning of the text they read, listen to or view (T.O.5.9., T.D.5.8.). Activities are carried out to raise students' awareness of protecting their personal freedom while interacting in digital environments (D8.1.).*]
- T.O.5.9, T.O.6.9, T.O.7.8, T.O.8.8: Being able to make high-level inferences to determine the deeper meaning of the text. [a) Collects evidence from the text as a whole and from visuals and relates it to prior knowledge. b) Makes inferences based on such connections. c) Reacts when necessary after reaching a conclusion. "*Activities are carried out to enable them to make high-level inferences aimed at determining the deeper meaning of the text they read, listen to or view (T.O.5.9., T.D.5.8.). Activities are carried out to raise students' awareness of protecting their personal freedom while interacting in digital environments (D8.1). The activities to be created should instil in students the awareness that they need to protect their personal information in digital environments (OB2.8), (D8.2)*.]
- T.K.5.5, T.K.6.5, T.K.7.5, T.K.8.5: Being able to respond appropriately in conversation. [*a) Identifies the multimedia elements (photographs, pictures, tables, graphs, maps, virtual tour applications, sound recordings, music, videos, digital whiteboards, online meeting tools, etc.) that they will use appropriately. b) Decides on the functions of the multimedia elements they have identified (creating synonyms, supporting meaning or creating meaning on their own). c) Uses the identified multimedia elements in the speech content, taking into account their interactions with each other*.]

The following examples are also noteworthy in the curriculum:

- T.D.5.20 and T.D.7.21: Analysing multimedia elements and evaluating media content from alternative perspectives enables students to gain awareness in terms of “media and information literacy” and “rights and responsibilities”.
- T.O.7.25 and T.D.7.24: Through the analysis of printed and digital media texts, students are expected to make normative assessments on multiple themes such as active participation, digital communication, privacy, ethics, and rights.
- T.Y.5.6 and T.K.5.6: The ability to create content using multimedia elements in written and oral narratives directly supports media literacy and digital communication, in addition to “learning and creativity”.

Another noteworthy outcome of the curriculum is that it recommends assigning tasks to students, such as preparation of advertising brochures or brand logos using graphic design tools. These applications touch upon the domains “learning and creativity” and “rights and responsibilities” and encourage students’ active participation in the digital production process.

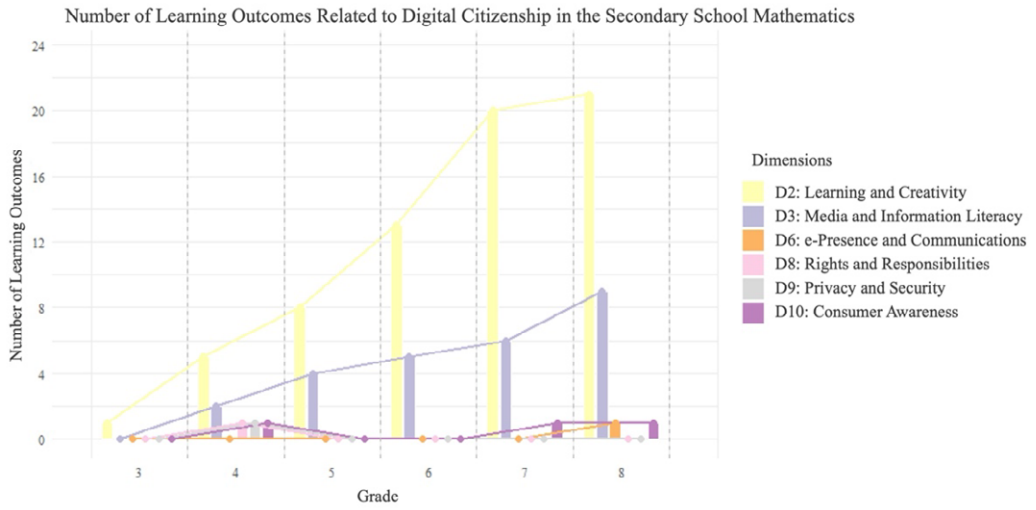
In general, it is observed that a wide range of digital citizenship themes are covered in the Secondary School Turkish Language Curriculum. The idea is to equip students with multidimensional skills such as interacting with media content, producing content using digital tools, adhering to ethical principles in online communication, and protecting their personal data. However, it is noted that the themes of digital health and online consumerism are still limited in the curriculum and that these areas could be supported with more explicit outcomes.

4.1.8. Findings on the Digital Citizenship Theme in the CTEM Secondary School Mathematics Curriculum (Grades 5, 6, 7 and 8)

The Secondary School Mathematics Curriculum primarily addresses the concept of digital citizenship within the domains of “learning and creativity” and “media and information literacy” (Figure 12). It is observed that learning outcomes related to digital citizenship are particularly concentrated at the Grade 8 level, while technology-supported content is largely structured within the contexts of data analysis, visualisation, and problem-solving throughout the curriculum.

Figure 12

Number of Learning Outcomes Related to Digital Citizenship in the Secondary School Mathematics Curriculum



The numerous learning outcomes included in the curriculum aim to enable students to explore mathematical concepts, engage in mathematical reasoning, and make data-driven decisions using digital tools and applications. The majority of these learning outcomes have been assessed under the domain “learning and creativity”. Some of these outcomes are as follows:

- Outcomes such as MAT.5.3.1, MAT.5.3.3, and MAT.8.5.1 encourage students to use digital tools when making geometric drawings.
- Outcome MAT.6.3.3 anticipates the discovery of quadrilateral properties through technological tools.
- Outcome MAT.5.5.2 supports the critical evaluation of statistical data created by others in a digital context.

These outcomes enable students to experience problem-solving processes in digital environments while also aligning with the domain “media and information literacy”. The use of digital content is particularly prevalent in processes such as data collection, analysis and interpretation:

- Outcomes such as MAT.6.5.1, MAT.7.6.1, and MAT.8.6.1 encourage the use of data visualisation and analysis tools.

- Outcomes such as MAT.5.5.2, MAT.6.5.2, and MAT.8.6.2 emphasise the ability to question the reliability and accuracy of digital data created by others.

In this context, the curriculum also addresses the domain “privacy and security” to a limited extent. Since the aim is to evaluate digital data-based interpretations and develop an awareness of data security, students can be encouraged not only to access information but also to critically evaluate it.

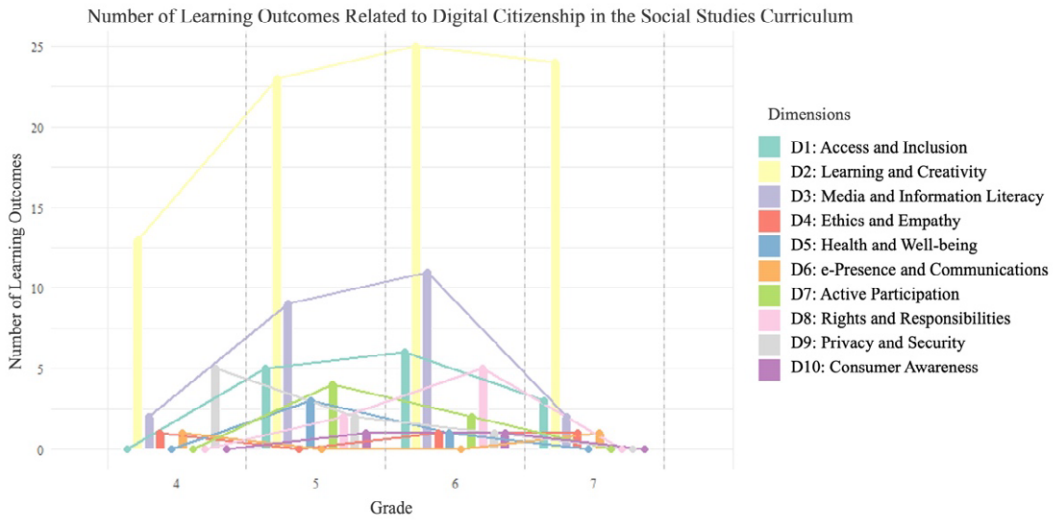
Overall, the Secondary School Mathematics Curriculum supports the development of digital skills, particularly in the domains “learning and creativity” and “media and information literacy”. However, the curriculum involves the social and value-based domains of digital citizenship, such as “ethics and empathy”, “rights and responsibilities”, “active participation”, “access and inclusion”, “health and digital well-being”, and “consumer awareness” to a limited extent. Ethical questions related to the content students encounter in the digital environment, communication language, or rights-based assessments are not directly defined in the mathematics curriculum.

4.1.9. Findings on the Digital Citizenship Theme in the CTEM Social Studies Curriculum (Grades 4, 5, 6 and 7)

The Social Studies Curriculum (Grades 4, 5, 6 and 7) offers comprehensive and multidimensional content in terms of digital citizenship education (Figure 13). The curriculum’s learning outcomes directly or indirectly support many domains of digital citizenship included in the DCE Planner.

Figure 13

Number of Learning Outcomes Related to Digital Citizenship in the Social Studies Curriculum



The most intensively represented domains in the curriculum are "learning and creativity" and "media and information literacy". Students' skills in producing, interpreting and presenting digital content are supported in numerous learning outcomes. For example, under learning outcome SB.5.4.4, students are encouraged to prepare a digital presentation, brochure or video on the topic of "ensuring safety during a disaster". In learning outcome SB.6.1.2, students are asked to express their social roles through digital stories or animations. These outcomes contribute not only to the development of digital skills but also to the integration of social content into digital environments. Furthermore, presenting the steps for using public service digital applications (e.g., e-Government, CIMER, etc.) in schematic form also supports the domain "access and inclusion". The curriculum explicitly aims to develop students' civic awareness and help them recognise their rights and responsibilities in digital environments. For example, learning outcome SB.6.4.3 aims to make students aware of the transformation of citizenship rights in the digitalisation process and to raise their awareness within the framework of "rights and responsibilities".

Overall, the curriculum aims for students to become informed, safe, ethical, and productive individuals in digital environments at both individual and societal levels. Although the digital health domain is not directly addressed, it is systematically

covered in almost all other domains. In this respect, the curriculum provides an important foundation for digital citizenship education at the secondary school level.

4.1.10. Findings on the Digital Citizenship Theme in the CTEM Republic of Türkiye's Revolution History and Atatürkism Curriculum (Grade 8)

The Republic of Türkiye's Revolution History and Atatürkism Curriculum supports digital citizenship themes with examples, particularly in the domains "learning and creativity", "media and information literacy", "access and inclusion", "privacy and security", and "e-presence and communication". The learning outcomes included in the curriculum are aimed at developing students' skills in researching historical events, analysing information, and producing content using digital resources.

One of the most prominent aspects of the curriculum is "learning and creativity". Students are expected to reconstruct, present, and share historical content using digital tools. For example, learning outcome ITA.8.1.1 encourages students to obtain information from digital sources about the state of the Ottoman Empire during the period when Mustafa Kemal was born and to express this information using digital representations such as timelines or infographics. Learning outcome ITA.8.1.2 involves students preparing and sharing the products they have created about Atatürk's life in digital formats such as a "class magazine" or "z-book". This outcome supports not only knowledge production but also the domains "access and inclusion", as students can share their content both with their classmates and on broader digital platforms.

Numerous outcomes in the curriculum are structured to serve the domain "media and information literacy". Students are expected to obtain information about wars and historical events from digital environments, question the reliability of this information, and comment on it:

- Learning outcome ITA.8.2.3 requires students to recognise extensions of digital sources (e.g. .gov, .edu) and consider reliability criteria.
- Learning outcome ITA.8.2.5 aims to evaluate the social impacts of historical events through the joint analysis of digital images and written sources.

The privacy and security domain is also explicitly supported in some outcomes. Particularly in the use of online resources, it is a priority of the curriculum that students pay attention to the reliability of sources, question the accuracy of information, and develop awareness of digital data.

The idea that students work in groups using digital tools, share content and exchange ideas supports the domain “e-presence and communications”. In particular, tools such as digital presentations, class journals and online publications enable students to express themselves and participate responsibly in digital environments.

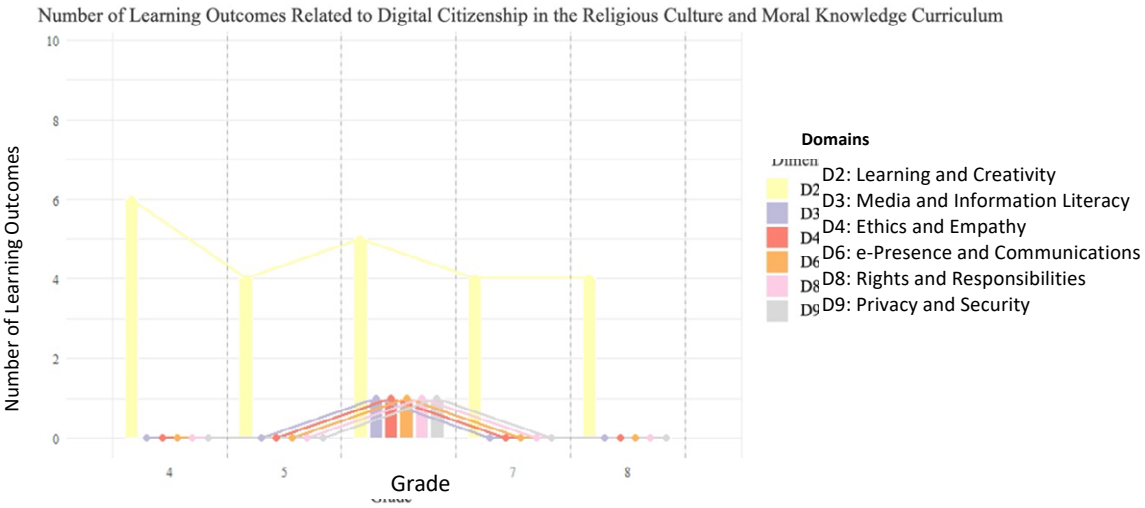
However, according to content analysis, the curriculum does not directly address domains such as “ethics and empathy”, “rights and responsibilities”, “active participation”, “digital health”, and “consumer awareness”. Value-based elements such as respectful communication in online environments, the use of digital rights, and awareness of information consumption are represented only to a limited extent.

4.1.11. Findings on the Digital Citizenship Theme in the CTEM Religious Culture and Moral Knowledge Curriculum (Grades 4, 5, 6, 7 and 8)

The Religious Culture and Moral Knowledge Curriculum (Grades 4–8) contains outcomes that address digital citizenship themes, particularly in the domains “learning and creativity”, “media and information literacy”, and “e-presence and communications” (Figure 14). An examination of the learning outcomes included in the curriculum suggests that there is an emphasis on areas such as accessing religious content through digital means, obtaining this content from reliable sources, ethical rules regarding individual digital behaviour, and teaching appropriate forms of communication in online environments.

Figure 14

Number of Learning Outcomes Related to Digital Citizenship in the Religious Culture and Moral Knowledge (Grades 4-8) Curriculum



The domain that is most intensively represented in the curriculum is “learning and creativity”. Particularly in the prayer and surah outcomes, the aim is for students to improve their pronunciation by listening to audio content, derive meaning from digital content, and interpret this content. In this context, numerous outcomes, such as DKAB 4.2.5, DKAB 5.2.4, DKAB 6.1.4, DKAB 7.1.4, and DKAB 8.3.3, require students to listen to prayers and suras from reliable sources such as EBA and the Presidency of Religious Affairs, learn their meanings, and practise their pronunciation.

- DKAB 4.2.5: Appropriate content is identified on EBA (i.e. Education Information Network) for listening to the Amentü prayer and learning about it.
- DKAB 6.1.4: General web addresses affiliated with the Presidency of Religious Affairs can be used for the Felak surah.

Another noteworthy aspect of the curriculum is that the domains “e-presence and communications”, “ethics and empathy”, “privacy and security”, and “rights and responsibilities” are particularly included in a holistic manner in the learning outcome DKAB 6.3.3. This outcome emphasises that students must adhere to rules of etiquette and courtesy in online environments, be careful when sharing personal data, and recognise that digital environments are subject to rules of etiquette just like social spaces:

- DKAB 6.3.3: Being able to summarise etiquette and courtesy rules. (*It is emphasised that courtesy rules must also be followed on social media and the internet, and that attention to privacy is important*.)

This approach supports not only cognitive outcomes but also value-based digital behaviours. Furthermore, the learning outcome DKAB 6.3.2 enables students to develop awareness of emotional-moral concepts such as compassion through digital content, thereby aiming to strengthen the domain “ethics and empathy”.

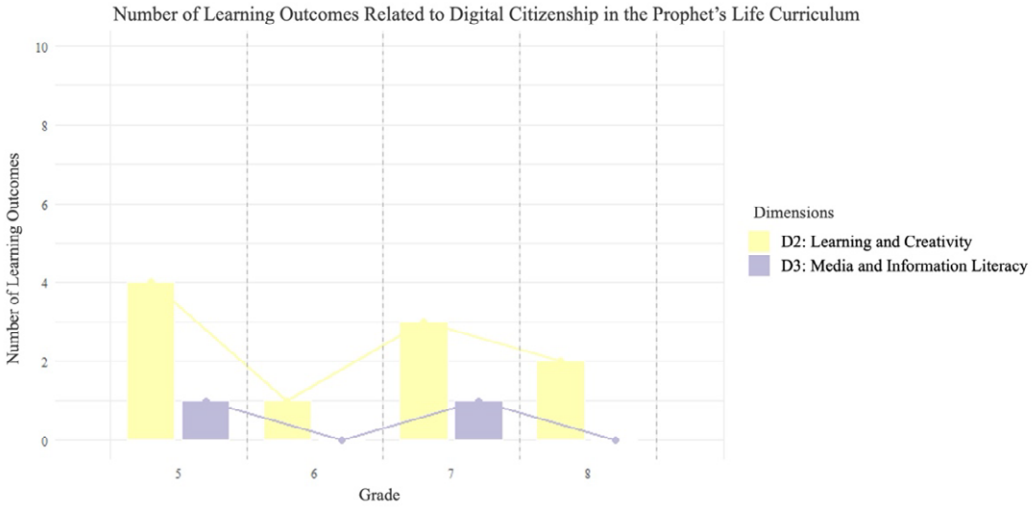
The DKAB Curriculum adopts a technology-supported religious education approach. Furthermore, examples such as the DKAB 6.3.3 outcome in Grade 6 address the multidimensional aspects of digital citizenship—ethics, law, security, and communication—in a holistic manner. However, the curriculum does not directly address domains such as digital health, “consumer awareness”, and “active participation”.

4.1.12. Findings on the Digital Citizenship Theme in the CTEM Prophet’s Life Curriculum (Grades 5, 6, 7 and 8)

The Prophet’s Life Curriculum is associated with a limited number of learning outcomes in terms of digital citizenship, and these outcomes are largely concentrated in the domains “learning and creativity” and “media and information literacy” (Figure 15).

Figure 15

Number of Learning Outcomes Related to Digital Citizenship in the Prophet's Life Curriculum (Grades 5-8)



In the curriculum, learning outcomes that can be associated with digital citizenship encourage students to access historical and religious content through digital tools, gather information from digital sources, and produce content. These outcomes are mostly based on the use of digital materials as a component of the meaning-making process rather than as a presentation tool. For example:

- PH.5.1.1. – Gather information from digital content related to the Incident of Elephant;
- PH.5.3.1. – Prepare posters or short films related to cleanliness;
- PH.6.1.1. – Produce digital content on the moral legacy of the Prophet;
- PH.8.3.3. – Analyse events related to trust in Allah using digital sources.

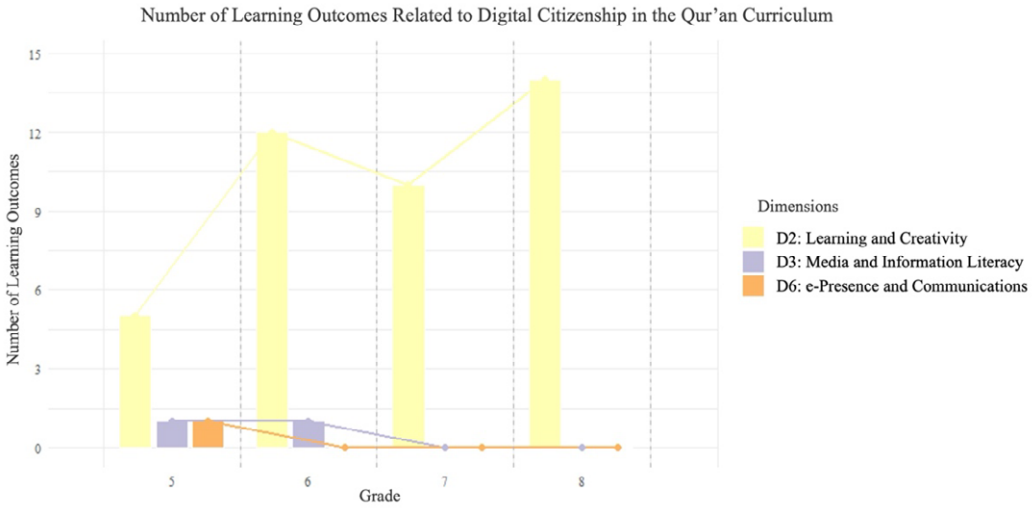
In summary, the Prophet's life course contributes to digital citizenship, but this contribution is largely limited to cognitive-level content production and media use.

4.1.13. Findings on the Digital Citizenship Theme in the CTEM Qur'an Curriculum (Grades 5, 6, 7 and 8)

The Qur'an Curriculum is related to digital citizenship to a limited extent and is structured particularly around the domains "learning and creativity", "media and information literacy", and "e-presence and communications" (Figure 16).

Figure 16

Number of Learning Outcomes Related to Digital Citizenship in the Qur'an (Grades 5-8) Curriculum



The vast majority of the outcomes included in the curriculum are aimed at supporting students' processes of reading, memorising, and reciting the Qur'an using audio digital content. These outcomes are particularly related to the "learning and creativity" domain (learning with technology). For example:

- In numerous outcomes such as KK.5.2.4, KK.6.3.5, KK.7.2.6, and KK.8.1.6, it is recommended to use reliable digital sources (e.g., Diyanet, EBA) to ensure the correct recitation of prayers and suras.
- In technical outcomes such as KK.6.4.1, KK.8.3.1, and KK.8.4.1, the use of digital classification schemes, interactive content, or audiovisual supporting materials is recommended.

Students are encouraged to be active users in production processes such as presentations, blog posts, or written reports, rather than merely passive consumers of digital content. In this respect, the domain "media and information literacy" is also supported in certain examples, including:

- KK.6.1.1 requires students researching the internal structure of the Qur'an to prepare presentations by gathering information in a digital environment.
- In outcomes such as KK.8.2.4 and KK.8.4.2, digital projection, presentation and sharing methods are used in the process of interpreting the meanings of the suras.

In addition, only the learning outcome KK.5.1.1 explicitly codes the domain "e-presence and communications". In this outcome, students are asked to conduct interviews on the importance of learning the Qur'an and share these interviews through digital communication channels such as blog posts, written reports or oral presentations.

- KK.5.1.1: Being able to analyse the importance of learning the Qur'an and the manners of reading it. (*Students may be asked to conduct interviews on the importance of learning the Qur'an. In the interview, students can present the data they have collected (OB7) in different ways (written report, oral presentation, blog post, etc.*).

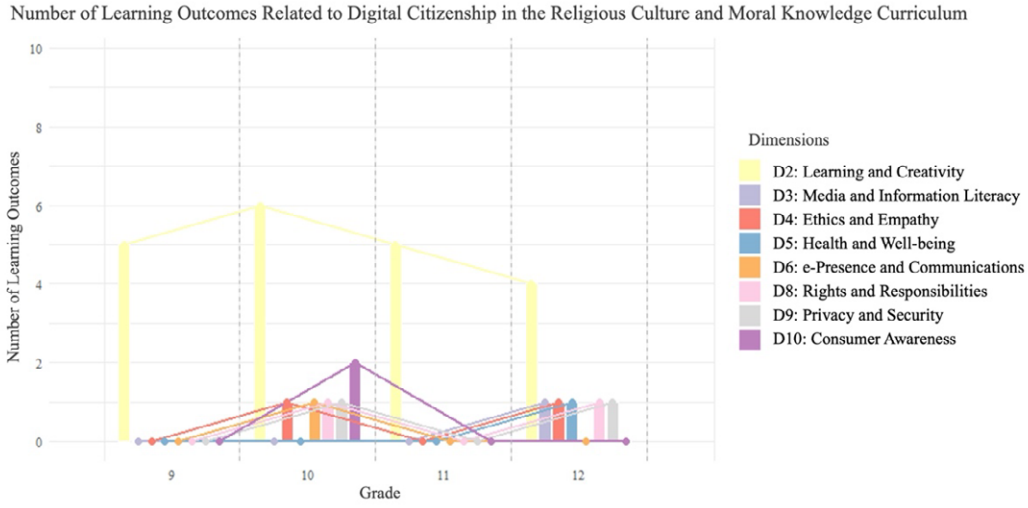
In conclusion, the Qur'an Curriculum makes a contribution to digital citizenship, which is largely limited to students acquiring knowledge through digital tools and participating in the processes of reading and memorising religious content.

4.1.14. Findings on the Digital Citizenship Theme in the CTEM Religious Culture and Moral Knowledge Curriculum (Grades 9, 10, 11 and 12)

The Secondary Education Religious Culture and Moral Knowledge Curriculum (Grades 9–12) is one of the programmes that incorporate digital citizenship themes in a limited number of learning outcomes but in a multidimensional manner. The domains "learning and creativity", "ethics and empathy", "privacy and security", "rights and responsibilities", "e-presence and communications", "media and information literacy", "consumer awareness", and "health and digital well-being" are represented in various learning outcomes in the curriculum (Figure 17).

Figure 17

Number of Learning Outcomes Related to Digital Citizenship in the Religious Culture and Moral Knowledge (Grades 9-12) Curriculum



The most frequently encountered domain in the curriculum is “learning and creativity“. In particular, examining the verses of Quran verses through the digital translations of the Presidency of Religious Affairs is a common practice. The following applications encourage students to access accurate information from digital sources and indirectly support the “media and information literacy” domain.

- DKAB.9.1.4: Analysing the messages of verses 17–27 of Surah Rum from digital translations.
- DKAB.10.1.3, DKAB.11.2.4, DKAB.12.3.5: Students presenting their findings after examining the verses from online resources.

The domains “ethics and empathy”, “rights and responsibilities” and “privacy and security” are particularly highlighted in the outcomes DKAB.10.4.2 and DKAB.12.3.4. Students are expected to recognise their moral responsibilities in digital environments, show sensitivity to the protection of personal data and respect copyright.

- DKAB.10.4.2: Behaving responsibly in digital areas such as social media, artificial intelligence, and digital games; organising awareness activities within the framework of Personal Data Protection Day.
- DKAB.12.3.4: Addressing concepts such as copyright infringement, human rights, and privacy in a digital context.

"Consumer awareness" can be supported by establishing a link between environmental issues and digital consumption habits in the outcome DKAB.10.4.3.

- DKAB.10.4.3: Developing informed consumption and environmental responsibility by assessing the environmental impacts of technology.

The theme of "health and digital well-being" is directly addressed in the outcome DKAB.12.3.3, where technology addiction is addressed alongside other harmful habits, with the aim of helping students develop balance and awareness in their digital lives.

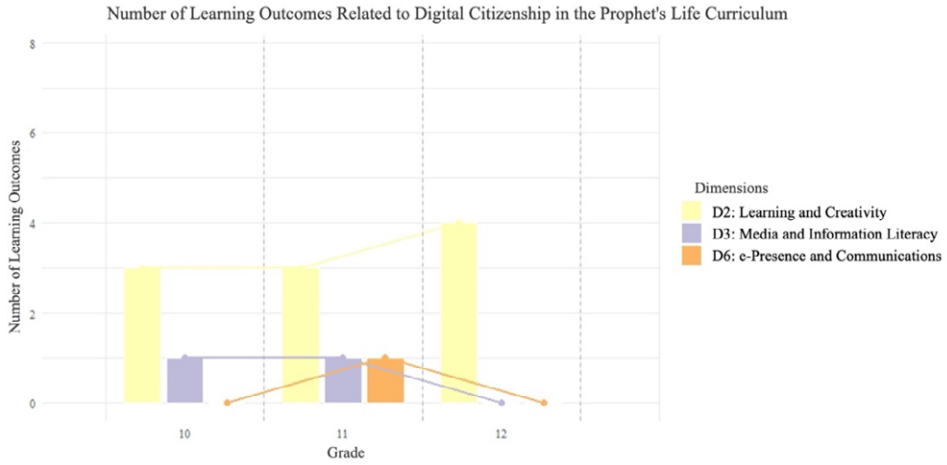
In general, the Secondary Education Religious Culture and Moral Knowledge course aims to integrate digital citizenship with both religious content and current social issues. The curriculum supports students' skills in accessing information in digital environments, filtering this information through an ethical lens, recognising their responsibilities, and developing social awareness. However, it is noted that there is no directly coded learning outcome for the domains "active participation" and "access and inclusion".

4.1.15. Findings on the Digital Citizenship Theme in the CTEM Prophet's Life Curriculum (Grades 9, 10, 11 and 12)

The Prophet's Life Curriculum (Grades 9–12) addresses digital citizenship themes in a limited manner but consistently across grades in terms of the number of learning outcomes (Figure 18). A total of 10 learning outcomes in the curriculum are related to digital citizenship, and these outcomes mostly overlap with the domains "learning and creativity", "media and information literacy" and, to a limited extent, "e-presence and communications".

Figure 18

Number of Learning Outcomes Related to Digital Citizenship in the Prophet's Life Curriculum (Grades 9–12)



In the curriculum, digital tools are positioned with a pedagogical function in the contexts of content creation, presentation, and deepening of understanding. Particularly in grades 10, 11 and 12, learning outcomes are shaped by audio/visual-supported content creation, digital presentation preparation, and interactive learning processes.

- PH.10.2.3: Students are asked to present the life of Abu Bakr in a digital environment (*Learning and Creativity).*
- PH.10.3.2 and PH.10.3.3: Learning is supported through the analysis of the Battle of Badr using visual materials (*Learning and Creativity*, *Media and Information Literacy).*
- PH.11.1.1 – PH.11.1.3: Processes related to Yathrib, Medina, and the Islamic state are supported by videos and presentations (*Learning and Creativity).*
- PH.11.4.1: Students are asked to conduct interviews with subject specialists about Isra and Miraj via digital platforms (*e-Presence and Communications*, *Media and Information Literacy*, *Learning and Creativity).*
- PH.12.1.3, PH.12.2.1, PH.12.3.2, PH.12.4.1: Topics such as the importance of Jerusalem, the position of Aisha, the Farewell Sermon, and the Battle of Uhud are supported by digital tools, enabling students to make presentations, answer questions, and conduct visual analyses (*Learning and Creativity*).

In general, the contents of the Prophet's Life Curriculum are supported by digital tools with the aim of both providing information and increasing student activity. There is no systematic or indirect guidance on areas such as ethical principles, personal data protection, rights and responsibilities, health, "consumer awareness" and "active digital participation".

4.1.16. Findings on the Digital Citizenship Theme in the CTEM Qur'an Curriculum (Grades 9, 10, 11 and 12)

The Qur'an Course (Grades 9-12) Curriculum includes digital citizenship themes to a limited extent, but contributes to the acquisition of digital citizenship skills, particularly in the domains learning and creativity and "media and information literacy" (Figure 19).

Figure 19

Number of Learning Outcomes Related to Digital Citizenship in the Qur'an (Grades 9–12) Curriculum

The domain "learning and creativity" is prominent in the curriculum. Students are encouraged to access information using digital tools, produce activities related to surahs and verses, and support their own learning processes with digital content. For example, learning outcome KK.9.1.1 includes creative production processes such as preparing posters, brochures, or presentations on the importance of reading the Qur'an. Similarly, learning outcomes such as KK.10.1.2, KK.11.2.5, and KK.12.2.1

recommend that students follow tajweed, recitation, or reading rules through digital tools. The domain “media and information literacy” is structured around students evaluating the reliability of digital content and utilising accurate sources. Learning outcomes KK.9.2.2 and KK.9.3.1 provide guidance on the use of elifba applications or valid listening resources. Furthermore, in learning outcome KK.11.1.1, students are expected to gather information from reliable sources such as the Diyanet in the context of explaining the Qur’an through the Sunnah. Learning outcomes related to memorisation (e.g. KK.9.4.2, KK.10.4.2, KK.12.4.2) also emphasise the need to pay attention to the selection of appropriate content and the reliability of sources when listening on digital platforms.

In general, the Quran course only covers certain aspects of digital citizenship themes, but these aspects are limited to the teaching process. Although outcomes such as digital content production, information acquisition and the use of reliable sources serve to develop students’ digital learning skills, the social, ethical, security or rights-based aspects of digital citizenship are not included in the curriculum.

4.1.17. Findings on the Digital Citizenship Theme in the CTEM Basic Religious Knowledge Curriculum (Grade 9)

The Basic Religious Knowledge Course (Grade 9) Curriculum is built in a way that is limited in terms of digital citizenship themes but offers meaningful contributions in certain domains. The analysis suggests that only three learning outcomes related to digital citizenship domains are coded in the curriculum. These domains are “learning and creativity”, “media and information literacy”, and “health and digital well-being”. The curriculum does not include any direct learning outcomes related to other domains such as “ethics and empathy”, “privacy and security”, “rights and responsibilities”, digital communication, “access and inclusion”, “active participation”, or “consumer awareness”.

The prominent domain in the curriculum is “learning and creativity”. Students are encouraged to acquire religious knowledge through digital content, make presentations, and actively participate in intellectual production processes. Under learning outcome TDB.9.1.1, students are expected to comment on literary texts, poems, or visual materials related to the creation of mankind presented to them. Similarly, learning outcome TDB.9.3.3 recommends presenting the pilgrimage and

umrah rituals through digital videos, while learning outcome TDB.9.4.2 involves the use of educational videos prepared by public institutions for the analysis of moral behaviour within the framework of the Surah Isra.

Learning outcome TDB.9.4.3 is the only example in the curriculum representing the domain “health and digital well-being”. In this learning outcome, students are asked to give presentations on bad habits and addictions, and at the same time, they are expected to be able to anticipate the potential consequences of technology addiction. In this respect, the learning outcome is aimed at raising awareness of both physical and digital health.

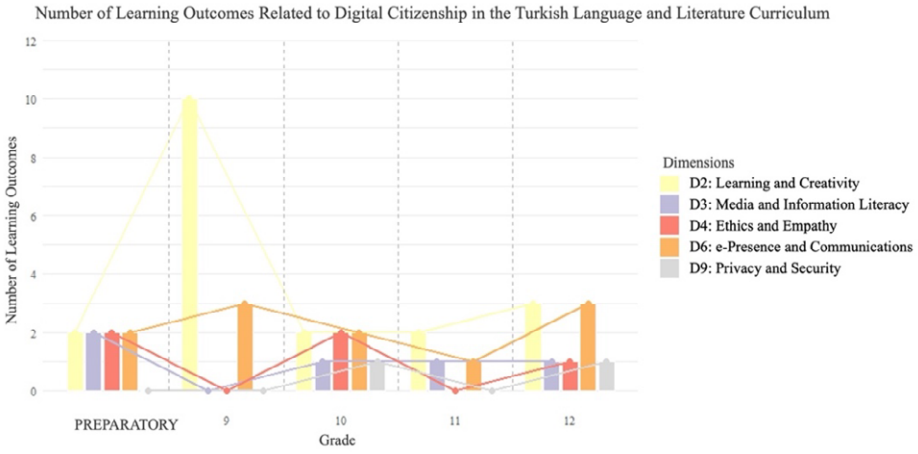
In general, the Basic Religious Knowledge Course Curriculum overlaps with digital citizenship education to a limited extent, and its contributions are mostly limited to learning through digital content and awareness of digital life.

4.1.18. Findings on the Digital Citizenship Theme in the CTEM Turkish Language and Literature Curriculum (Preparatory, Grades 9, 10, 11 and 12)

The Turkish Language and Literature Course Curriculum stands out for its structure, which comprehensively addresses digital citizenship themes across multiple grade levels. The level where learning outcomes related to digital citizenship are most intensively represented is Grade 9, while these themes are also consistently present in the Preparatory Class and Grades 10, 11 and 12 (Figure 20). According to the content analysis, the most prominent domain in the curriculum are “learning and creativity”, “e-presence and communications” and “media and information literacy”. In addition, the domains “ethics and empathy” and “privacy and security” are represented in a limited number of learning outcomes.

Figure 20

Number of Learning Outcomes Related to Digital Citizenship in the Turkish Language and Literature Curriculum



The curriculum frequently encourages students to create content, make presentations, participate in discussion forums, and develop comments using digital tools. For example, within the scope of the first theme for Grade 9, students are asked to evaluate a poem in terms of emotion, thought, and aesthetic value and then transform it into a digital story. Such guidance reflects a strong pedagogical approach that aims to structure students as productive digital citizens. Similarly, having students reorganise their prepared speeches to suit the digital environment or research images from digital sources to support their presentations contributes to the internalisation of the domain “e-presence and communications”.

The curriculum includes guidance based on ethical principles alongside speaking and discussion activities conducted in a digital environment. In the preparatory class and Grade 10, the curriculum aims for students to adopt appropriate language and behaviour in content published in a digital environment. In particular, dealing with critical comments and paying attention to rules of courtesy emphasise the ethical dimension of the digital environment. For example, in the first theme of Grade 10, the Flearning outcomes structured around students coping with digital criticism they may encounter clearly represent the domain “ethics and empathy”.

The media and information literacy domain is particularly prominent in processes such as accessing information digitally, questioning the reliability of sources, and evaluating content. Students watching products such as travelogues or theatre plays via digital

platforms and producing infographics or comments on these contents involves the critical analysis of media texts. In Grades 10 and 12, students preparing forum texts, sharing these texts online, and interacting with comments enables the integrated development of media literacy and digital communication skills.

The privacy and security domain is represented in a limited number of learning outcomes. In Grade 10, students are guided to question the reliability of the digital information they acquire, and in Theme 4 of Grade 12, they are guided to share their work in secure digital environments.

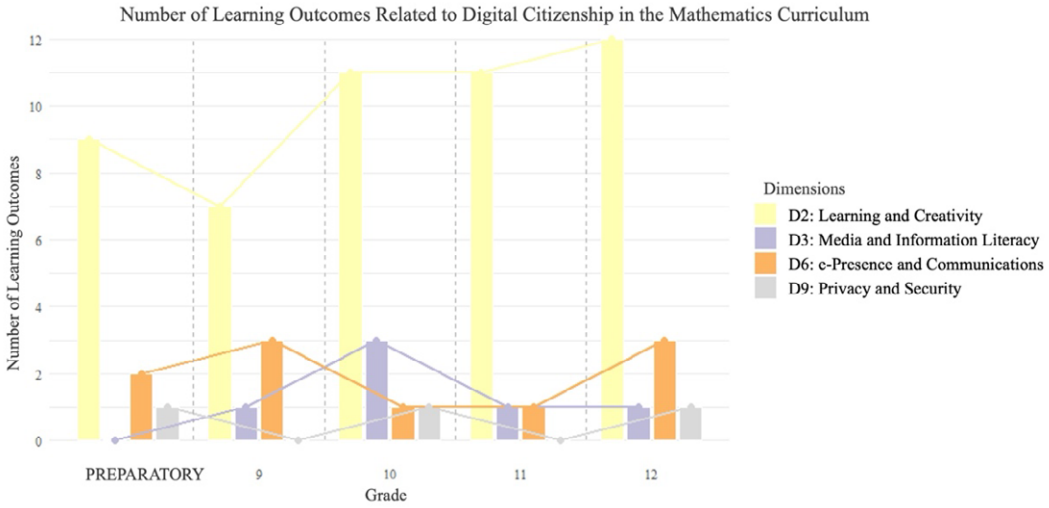
Overall, the Turkish Language and Literature Course Curriculum incorporates many domains and themes of digital citizenship, enabling students to develop both digital productivity and critical literacy skills. The curriculum does not directly address domains such as “digital health”, “active participation”, “rights and responsibilities”, or “consumer awareness”.

4.1.19. Findings on the Digital Citizenship Theme in the CTEM Mathematics Curriculum (Grades 9, 10, 11 and 12)

The Secondary Education Mathematics Course Curriculum is built in a way that largely addresses digital citizenship themes within the framework of the domain “learning and creativity” (Figure 21). The curriculum particularly encourages the use of digital tools and mathematics software. Students are expected to utilise these tools in problem-solving, modelling, visualisation, and analysis processes.

Figure 21

Number of Learning Outcomes Related to Digital Citizenship in the Mathematics Curriculum



Learning outcomes related to digital citizenship are structured around integrating mathematical skills with technology at almost all grade levels.

- MAT.H.1.1: Solving problems involving linear relationships using digital graphing tools *(Students are encouraged to visualise using digital graphing applications).*
- MAT.10.6.1: Using mind mapping tools in a digital environment when working with data involving two categorical variables.
- MAT.12.5.1: Accessing ready-made data on social and scientific issues in a digital environment and analysing this data.

The domain of e-presence and communications is the second fundamental area supported by the curriculum. In particular, it is recommended at various grade levels that students share the mathematical content they create on online platforms, make presentations using tools such as digital whiteboards, and engage in interaction.

- MAT.9.5.1: Sharing content related to geometric transformations in online environments *(students are encouraged to present their own materials digitally).*

The "media and information literacy" domain is represented in some learning outcomes, particularly in Grades 9, 10, and 12. The aim is for students to obtain ready

data from reliable digital sources, convert this data into mathematical interpretations, and make inferences by interpreting the results. Accessing digital information on topics such as data analysis, functions, statistics, and probability, and processing this information using media tools contribute to the development of media literacy skills.

Although the "privacy and security" domain is addressed in a limited number of learning outcomes in the curriculum, there are examples aimed at raising awareness of digital security, particularly in the context of data collection, digital resource use, and result sharing. Indirect emphasis is placed on students behaving correctly, reliably, and ethically when using online resources. In particular, explanations regarding the need to choose secure platforms when using ready-made data or sharing content point to this theme.

In general, the Secondary School Mathematics Curriculum has structured the digital citizenship theme more around technical skills, productivity and interaction. "Digital ethics", "rights and responsibilities", "active participation", "health" or "consumer awareness" are not directly addressed.

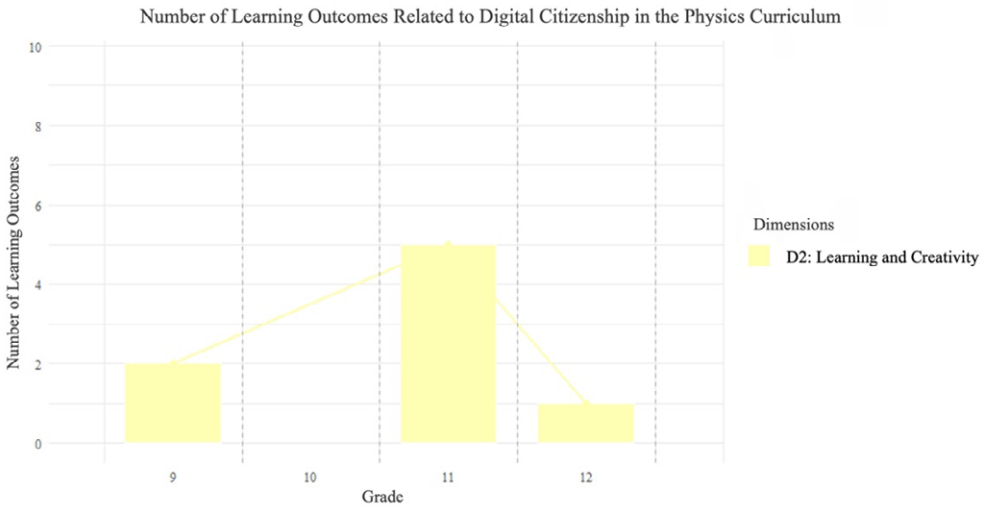
4.1.20. Findings on the Digital Citizenship Theme in the CTEM Physics Curriculum (Grades 9, 10, 11 and 12)

The Secondary Education Physics Curriculum is built in a way that represents digital citizenship themes in limited numbers and only in terms of the "learning and creativity" domain. Throughout the curriculum, students are expected to understand physical concepts, make observations and draw conclusions through digital content such as experiments, simulations, animations and videos.

This indicates that digital tools are positioned not only as a means of information transfer but also as pedagogical tools that trigger students' intellectual production.

Figure 22

Number of Learning Outcomes Related to Digital Citizenship in the Physics Curriculum



Some notable learning outcomes related to the domain "learning and creativity" in the curriculum are as follows:

- FIZ.9.3.1: Making inferences about pressure *(Students collect data using simulations and animations and construct mathematical models related to pressure.)*
- FIZ.9.4.4: Analysing thermal equilibrium using simulations *(Thermal equilibrium processes are observed and discussed in a digital environment with variable control.)*
- FIZ.11.1.5: Examining variables affecting the terminal velocity through video content *(Physical effects are analysed in a digital environment using the example of parachute jumping.)*
- FIZ.12.1.5: Evaluating the moment of inertia using videos and animations *(Students draw conclusions using digital content.)*

The intensive use of digital content, particularly in the units on motion, energy, force, electricity, and modern physics, contributes to students' ability to concretise abstract concepts.

Observation and analysis processes conducted through simulations also support students' scientific thinking skills.

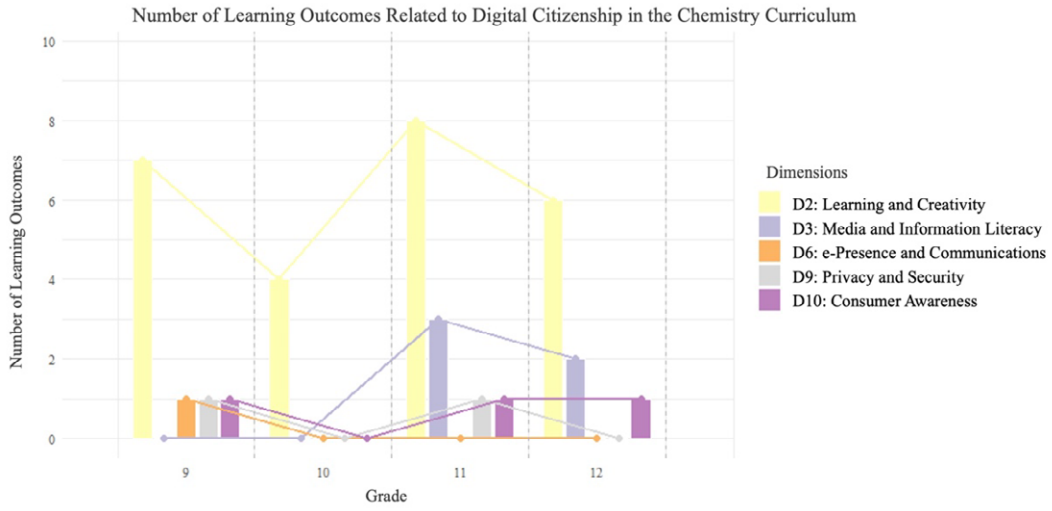
The physics course is at a strong level in terms of the pedagogical use of digital communication tools within the CTEM. However, the curriculum does not comprehensively address the social and ethical aspects of digital citizenship.

4.1.21. Findings on the Digital Citizenship Theme in the CTEM Chemistry Curriculum (Grades 9, 10, 11 and 12)

In the Secondary Education Chemistry Curriculum, the domain "learning and creativity" in particular is spread across all learning outcomes related to digital citizenship (Figure 23) and is embodied in numerous learning outcomes that aim to equip students with the skills to model, observe, experiment and draw conclusions using digital tools.

Figure 23

Number of Learning Outcomes Related to Digital Citizenship in the Chemistry Curriculum



From Grade 9 onwards, the Chemistry Curriculum systematically recommends the use of experiment videos, animations, simulations, ready-made data sets, and digital materials. Learning outcomes KIM.10.1.2 and KIM.10.2.1 encourage students to develop models by analysing chemical processes through digital simulations and experiment videos. KIM.12.1.6 enables creative inference by supporting the observation of electrolytic cells with digital content.

The domain "Media and Information Literacy" is included at various grade levels in the curriculum and equips students with skills such as recognising reliable information

sources, analysing digital content, and evaluating information. For example, learning outcome KIM.11.2.5 expects students to analyse factors affecting balance using experiment videos and digital content. Similarly, learning outcome KIM.12.3.3 involves gathering and evaluating information about the effects of artificial intelligence applications on sustainability, fostering the ability to critically evaluate media content.

The "e-presence and communications" domain is particularly prominent in applications that support students' active participation in data sharing, digital interaction, and online communication processes. Under learning outcome KIM.9.3.1, students are asked to share content while paying attention to the privacy of personal information in online environments. This process encourages the construction of their digital presence on secure and ethical foundations.

The "privacy and security" domain has been addressed with limited examples. Learning outcome KIM.9.3.1 emphasises personal data privacy and aims to instil in students an awareness of developing safe behaviour patterns in digital environments. Similarly, processes for questioning and verifying the reliability of data sets also contribute to this theme.

Although the "consumer awareness" domain is less represented, it is indirectly addressed in some learning outcomes. Specifically, learning outcomes KIM.11.3.1 and KIM.12.3.3 require students to make critical assessments on topics such as industrial chemistry, artificial intelligence, and environmental impacts. These contents can remind students that they should be not only users but also responsible consumers of technology and scientific products.

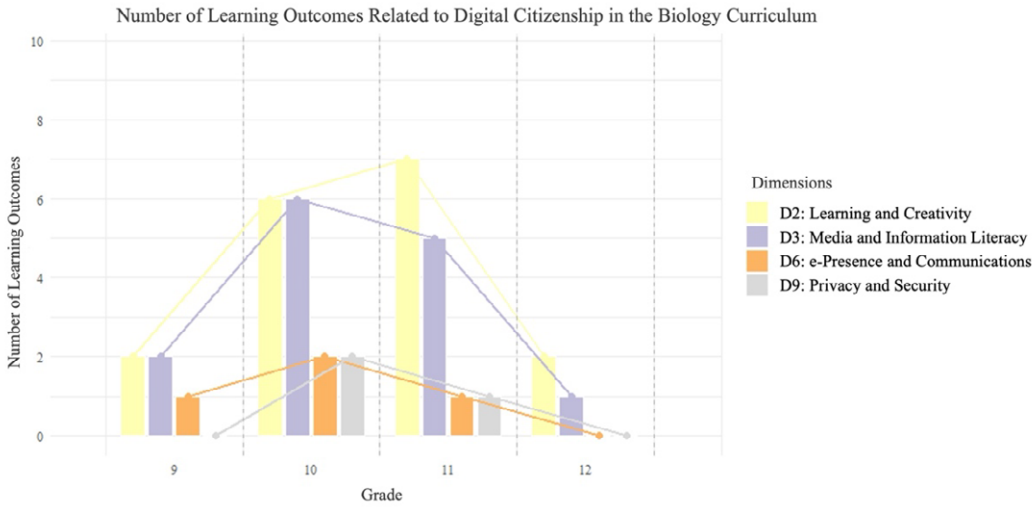
In conclusion, although the Secondary Education Chemistry Curriculum addresses digital citizenship themes in multiple domains, some dimensions, such as digital ethics, health, and law, are not directly addressed in the content.

4.1.22. Findings on the Digital Citizenship Theme in the CTEM Biology Curriculum (Grades 9, 10, 11 and 12)

The Secondary Education Biology Curriculum contains a limited number of examples related to digital citizenship themes, but they are associated with four different domains of digital citizenship (Figure 24).

Figure 24

Number of Learning Outcomes Related to Digital Citizenship in the Biology Curriculum



The dominant theme in the curriculum is the “learning and creativity” domain. The aim is for students to model biological concepts using digital tools, examine them through simulations, and deepen their learning through interactive content. For example, learning outcome BIY.10.1.2 recommends modelling the photosynthesis process using visual communication applications, while BIY.11.2.6 expects the relationship between the circulatory system and homeostasis to be visualised using interactive tools.

The second most common theme, “media and information literacy”, concerns students accessing scientific information from digital sources, analysing this information, and filtering it for reliability. Particularly in learning outcomes such as BIY.10.1.1, BIY.11.1.2, and BIY.12.2.8, students are expected to conduct digital research through scientific articles, databases, and academic content, and to question and evaluate the information they find. These outcomes encourage students to approach online information with a critical perspective.

The “e-presence and communications” domain is represented by aspects such as students sharing their knowledge and opinions in the digital environment and interacting through digital platforms. For example, learning outcome BIY.11.2.10 encourages students to access expert opinions by conducting online interviews.

The theme of “privacy and security” is addressed to a more limited extent in the curriculum. Learning outcomes BIY.10.2.5 and BIY.11.1.12 explicitly state that personal information must be kept confidential and protected in research conducted in digital environments.

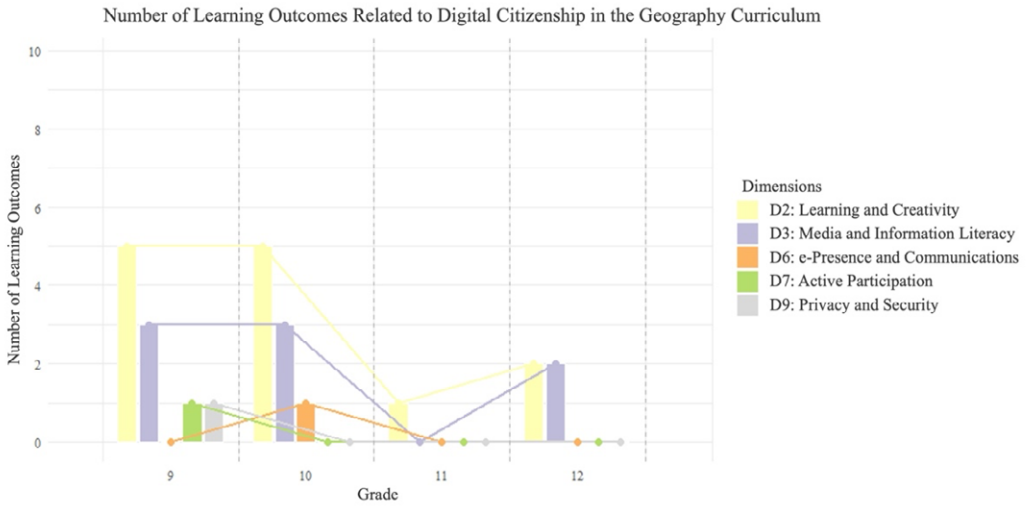
Consequently, the Biology Curriculum makes meaningful contributions in terms of digital citizenship, particularly in the domains “learning and creativity”, “media and information literacy”, and “e-presence and communications;” however, it addresses “privacy and security” domain to a limited extent. Domains such as “consumer awareness”, “ethics and empathy”, and “rights and responsibilities” are not directly represented in the curriculum.

4.1.23. Findings on the Digital Citizenship Theme in the CTEM Geography Curriculum (Grades 9, 10, 11 and 12)

The Secondary Education Geography Curriculum includes limited but meaningful examples of digital citizenship themes. The most prominent themes in the curriculum are the “media and information literacy” and “learning and creativity” domains (Figure 25). Students are encouraged to work with digital tools such as digital maps, remote sensing data, virtual field studies, and geographic information systems (GIS). For example, learning outcomes COĞ.9.2.3 and COĞ.10.2.1 require students to identify GIS components and classify the different areas of application of these systems. Learning outcome COĞ.12.2.1 involves students extracting data from thematic maps created in a digital environment and interpreting them.

Figure 25

Number of Learning Outcomes Related to Digital Citizenship in the Geography Curriculum



The "learning and creativity" domain, which is strongly represented in the curriculum, is structured to encourage students to creatively utilise digital tools in applications such as map production, analysing landforms through animations (COĞ.10.3.4), and drawing conclusions using graphs, tables, and figures related to disaster management (COĞ.9.6.3).

The theme of "e-presence and communications" is also represented in some learning outcomes. Specifically, learning outcome COĞ.10.2.2 requires students to produce maps using images obtained from a digital globe and share them in the classroom. Furthermore, outcome COĞ.11.5.5 encourages the presentation of the effects of industrial activities on digital platforms, thereby developing students' digital expression and sharing skills.

Although the theme of "privacy and security" is more limited, it is indirectly addressed in learning outcome COĞ.9.6.3. Students' attention to the use of secure and accurate information when evaluating data related to disaster management contributes to this theme.

The "active participation" domain is explicitly addressed in learning outcome COĞ.12.4.3. Within this outcome, students are expected to generate solutions to environmental problems and share them with the public in a digital environment.

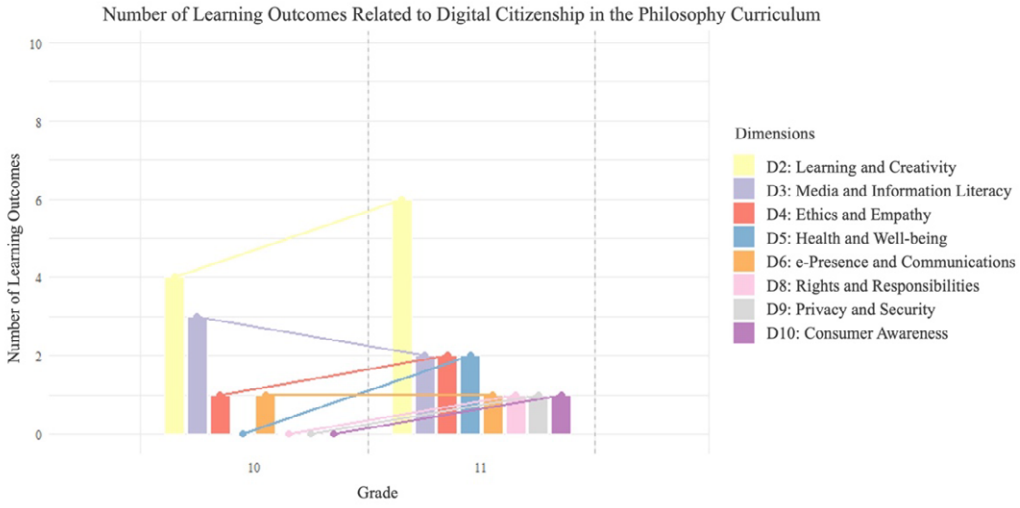
Consequently, the Geography Curriculum addresses the digital citizenship theme, particularly in terms of data production, media literacy, the pedagogical use of digital observation tools, and "active participation". Other themes (ethics, law, health, "rights and responsibilities") are not directly included in the curriculum.

4.1.24. Findings on the Digital Citizenship Theme in the CTEM Philosophy Curriculum (Grades 10 and 11)

The Secondary Education Philosophy Curriculum stands out for its multifaceted approach to digital citizenship themes. The most prominent themes in the curriculum are "learning and creativity", "media and information literacy", and "e-presence and communications". In addition, references are made at different levels to the domains "ethics and empathy", "privacy and security", "health and digital well-being", "rights and responsibilities", and "consumer awareness" (Figure 26).

Figure 26

Number of Learning Outcomes Related to Digital Citizenship in the Philosophy Curriculum



The "learning and creativity" domain is strongly represented in the curriculum through activities aimed at conveying philosophical concepts with the support of audiovisual materials and digital tools. Examples of this domain include students expressing philosophers' ideas in a digital environment by creating word clouds (Differentiation, FEL.10.1.2) or interpreting Plato's "Allegory of the Cave" through digital animation (FEL.10.4.1).

“Media and information literacy” is another domain frequently emphasised in philosophy lessons. Students discussing types of fallacies through social media content, digital news sources, and online interview videos (FEL.10.2.1) and evaluating philosophical questions and problems through digital information cards and examples from daily life (Grade 11 support sections) concretise this theme.

The “e-presence and communications” domain is linked to students producing and sharing digital content and developing philosophical thinking about identity, visibility and self-presentation through this content. For example, in learning outcome FEL.10.1.2, students digitally edit their interviews and share them via the school network, while in the Differentiation section of Learning Area FEL.11.5, social media use is addressed philosophically with the motto *“I am visible, therefore I am”*. These activities can encourage critical thinking about e-presence practices such as digital communication, freedom of expression, and identity construction on social media.

The “ethics and empathy” domain is discussed through the relationship between artificial intelligence and morality. Students are asked to interpret Aristotle’s and Kant’s understanding of ethics as applied to artificial intelligence (Grade 10 differentiation), thereby enabling them to engage in ethical questioning about technology. Similarly, in learning outcome FEL.11.2.1, students are guided to evaluate the individual and societal impacts of technology within an ethical framework.

The “privacy and security” and “health and digital well-being” domains are discussed, particularly in the context of social media use. In the differentiation section of learning outcome FEL.11.5, students have the opportunity to critically examine their presence on social media and question issues of privacy, digital visibility, and digital well-being from a philosophical perspective. The “rights and responsibilities” domain is directly represented in learning outcome FEL.11.6.2. In this context, students are provided with the opportunity to analyse the philosophical and legal foundations of fundamental freedoms through digital content (short films, presentations, animations) explaining the historical development of human rights. The “consumer awareness” domain is indirectly addressed in learning outcome FEL.11.2.1. Within the scope of this outcome, students are expected to question the impact of technology on their lives and reflect on the ethical use of digital products.

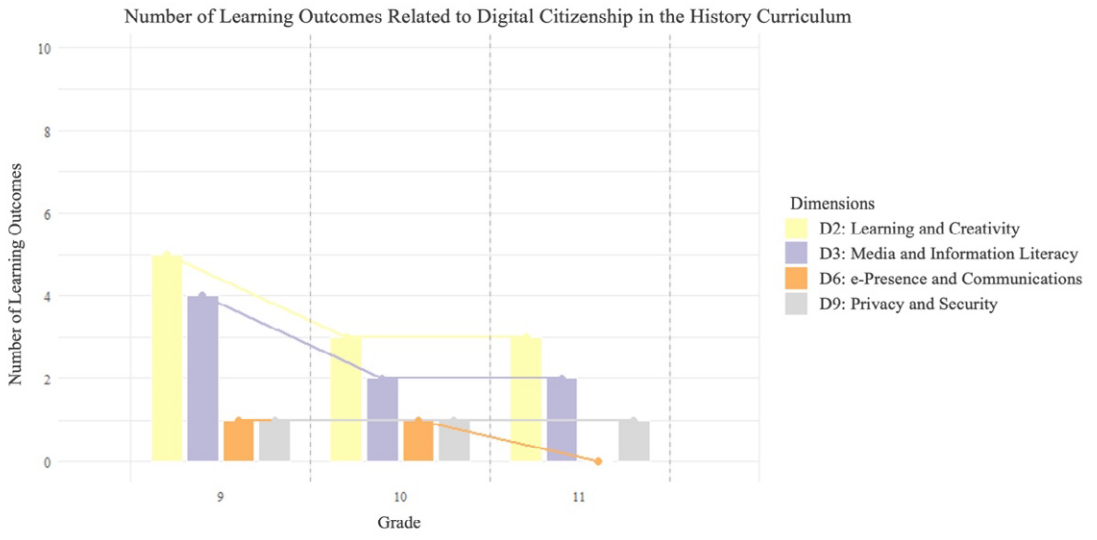
Consequently, the Philosophy Curriculum approaches the concept of digital citizenship with ethical, philosophical, and critical depth. It aims to enable students to relate the problems of the digital age to philosophical thinking. Particularly at the Grade 10 and 11 levels, topics such as digital content production, critical media literacy, and digital presence are addressed in a multifaceted manner.

4.1.25. Findings on the Digital Citizenship Theme in the CTEM History Curriculum (Grades 9, 10 and 11)

The Secondary Education History Curriculum (Grades 9, 10 and 11) is structured around the themes of digital citizenship, primarily in the domains “learning and creativity”, “media and information literacy”, “e-presence and communications”, and “privacy and security” (Figure 27).

Figure 27

Number of Learning Outcomes Related to Digital Citizenship in the History Curriculum



The most commonly represented theme in the curriculum is “learning and creativity”. Students are encouraged to structure and share historical knowledge through infographics, tables, digital stories, and presentations. For example, learning outcome TAR.10.2.5 requires students to prepare a digital story about the Ottoman tradition of science, while learning outcome TAR.11.1.2 suggests that they prepare a digital presentation on the Tulip Age.

The “media and information literacy” domain also features prominently at various grade levels in the curriculum. Students are expected to research historical content from digital media environments and analyse it using data mining, hypertext usage, and far/close reading techniques (TAR.9.1.4, TAR.11.2.4).

Although the “privacy and security” domain is represented in a limited number of learning outcomes, students are supported in developing skills such as questioning the reliability of digital sources and gaining awareness of digital identity and privacy. For example, learning outcomes TAR.9.2.3 and TAR.10.1.3 recommend that students pay attention to the extensions of digital sources (e.g., .gov, .edu) and gain awareness of digital information security.

The “e-presence and communications” domain is indirectly included in the curriculum. In particular, learning outcomes such as TAR.10.3.5 and TAR.11.3.3 encourage students to share the content they have prepared on digital platforms and to make online presentations.

In conclusion, the History Curriculum structures digital citizenship particularly around digital media literacy, creativity, and safe information use. However, clear and direct learning outcomes related to other domains such as digital ethics, digital health, and “consumer awareness” are limited.

4.1.26. Findings on the Digital Citizenship Theme in the CTEM Republic of Türkiye’s History of Revolution and Atatürkism Curriculum (Grade 12)

The Republic of Türkiye’s History of Revolution and Atatürkism Course (Grade 12) Curriculum incorporates digital citizenship themes in a limited but effective manner. The domains “learning and creativity”, “media and information literacy” and “privacy and security” are particularly prominent. These learning outcomes aim to develop students’ abilities to access information from digital sources, evaluate this information, and present it in a structured manner using digital means. It is observed that digital citizenship themes are not evenly distributed across the grade level, but are concentrated around a few key learning outcomes.

The most prominently represented theme in the curriculum is the "learning and creativity" domain. Students are expected to develop original digital products, support their research processes with digital tools, and present their work on digital platforms. For example:

- Under learning outcome ITA.12.3.6, students investigate developments in science, culture, technology, education, and sports in Türkiye, create products such as infographics, presentations, and reports, and share these products digitally. During this process, students assess the reliability of content by considering source types (written, visual, digital), author information, and extensions (e.g., .gov, .edu). This indirectly supports both "media and information literacy" and "privacy and security" domains.
- Learning outcome ITA.12.3.4 recommends that students analyse developments related to the Cold War period and prepare digital posters. This work contributes to the transformation of information into different formats and the development of visual production skills.

The theme of media and information literacy is related to skills such as selecting reliable information from digital sources, developing awareness about content types (text, visual, video, etc.), and citing sources. Specifically, in learning outcome ITA.12.2.3, students are expected to gather information from digital sources about state-centred practices during the Atatürk era and to question the reliability of sources through digital identity and extensions. This process aims to foster digital "privacy and security" awareness as well as media literacy.

There are also examples that overlap with digital citizenship in the enrichment and pre-assessment activities included in the curriculum. For example, in İstanbul University's "Looking into History from Newspapers" project or in activities related to the banknote archive of the Central Bank of the Republic of Türkiye, students are required to access information from digital environments and present it after interpreting this information.

Overall, the curriculum contributes to the fundamental components of digital citizenship education through skills such as accessing, evaluating, presenting, and creating digital products. This indicates that digital citizenship is addressed primarily

in the context of individual and academic production, while its social and ethical aspects are addressed indirectly.

4.2. SUMMARY OF FINDINGS

This section presents summary findings on how the concept of digital citizenship is represented in the curricula examined within the scope of the Century of Türkiye Education Model. Analyses based on learning outcomes, grade levels, and subjects evaluated the intensity, distribution pattern, pedagogical implementation, and integration of digital citizenship domains with a value-based approach. The findings indicate that digital citizenship is more pronounced in certain subjects (e.g., secondary school Turkish, social studies, and secondary school mathematics) and domains (e.g., “media and information literacy”, “learning and creativity”), while some important domains (e.g., “active participation”, “access and inclusion”, “health and digital well-being” and “consumer awareness”) are addressed to a limited extent. A summary of these findings is visualised in the form of an infographic in Figure 26.

Figure 28

Summary of Findings

1. Overall Intensity and Representation Trends

Learning outcomes related to digital citizenship in the curricula have a clear variation in intensity between the dimensions of representation. The "learning and creativity" and "media and information literacy" domains stand out in almost all curricula, reflecting the importance attached to digital content production, access to information, and technology use skills.

2. Differentiation According to Grade Levels

The presentation of digital citizenship themes differs according to grade levels. While interaction with visual content, expression skills, and emotional awareness are more prominent in the pre-school period, cognitive skills such as digital research and content production become more pronounced starting from primary school. In secondary school and high school levels, more abstract topics such as media criticism, digital interaction, rights and responsibilities are covered.

3. Differences Between Subjects

Significant differences are observed in how digital citizenship themes are addressed across subjects. While digital citizenship is addressed in a multidimensional and structured approach in courses such as Human Rights, Citizenship and Democracy, Social Studies, and Secondary School Turkish Language, a more technical approach based on tool use and information transfer is prominent in courses such as Science, Mathematics, Physics, and the Qur'an. In mathematics-based courses, relatively less emphasis is placed on social domains such as ethics, active participation, rights, and responsibilities.

4. Representation Gaps and Implicit Learning Outcomes

Some important domains such as "active participation", "rights and responsibilities", and "ethics and empathy" are addressed more through implicit learning outcomes rather than being presented in a clear and systematic manner in many curricula. In particular, current topics such as "privacy and security", "personal data use" and "cyberbullying" are only covered in a limited number of curricula.

5. Differences in Pedagogical Depth

The depth with which digital citizenship themes are addressed in the teaching process varies between courses. While outcomes such as IHVD.4.3.3 in the Human Rights, Democracy and Citizenship course address digital citizenship in a multidimensional, interactive, and case-based manner, many other curricula present the themes at a more limited level. Although this is to be expected, it shows that a holistic understanding of digital citizenship has not yet been equally reflected in all courses.

6. Value-based Approach

Value-based outcomes such as ethics, empathy, rights, and responsibilities are prominently featured in some curricula. Particularly in courses such as Human Rights, Democracy and Citizenship, Introduction to Social Studies, Religious Culture and Moral Knowledge, and Secondary School Turkish language, themes such as online respect, personal data protection, and social responsibility are clearly defined in specific learning outcomes. However, the coordinated and systematic presentation of such outcomes across curricula still has room for improvement.

7. Critical Thinking and Digital Balance

Some curricula encourage students to use digital tools not only to acquire information but also as a means of critical thinking, analysis, and social awareness-based production. Through presentations, posters, stories, or digital projects, students' responsible participation contributes to both developing meaningful presence in the digital environment and developing their ability to establish balance in digital life.

5. DISCUSSION

An examination of the curricula developed within the framework of the Century of Türkiye Education Model (CTEM) showed that learning outcomes related to digital citizenship varied significantly between subjects in terms of both content and quantity. The Digital Citizenship Education (DCE) Planner (Council of Europe, 2025a) provides a guiding framework for analysing these outcomes in the context of digital citizenship. The learning outcomes in the curricula were analysed in terms of the ten dimensions mentioned above ("access and inclusion", "learning and creativity", "media and information literacy", "ethics and empathy", "health and digital well-being", "e-presence and communications", "active participation", "rights and responsibilities", "privacy and security", and "consumer awareness") indicates that the curricula are broadly structured in a similar way.

However, it was observed that there were thematic overlaps between some domains of digital citizenship, which complicated the coding process. In particular, it was sometimes impossible to make a clear distinction between the "learning and creativity" and "media and information literacy" domains. Furthermore, it was found that some learning outcomes contribute indirectly to digital citizenship themes through sub-learning outcomes or activities included in the learning/teaching process. Certain domains, such as "active participation", "rights and responsibilities", and "ethics and empathy" were included in the curricula as direct learning outcomes to a limited extent, but the elements supporting such themes were present in the curricula in a contextual manner.

A comparative analysis of CTEM with Common Sense, DigComp, OECD, and Council of Europe documents shows that the programme is largely aligned with international standards of digital citizenship education. For example, the components highlighted in DigComp, such as data security, content creation, and digital problem-solving are clearly reflected in both the knowledge and citizenship literacy sub-components of CTEM (Vuorkari et al., 2022). Similarly, elements such as cyberbullying, online empathy, digital footprint and information accuracy within the Common-Sense Education framework are included in various CTEM course outcomes (Common Sense, 2021). The OECD principles of "digital equality" and "critical digital awareness" are consistent with the CTEM's understanding of equal opportunity and media literacy themes (OECD, 2021, 2023). However, digital citizenship education must be continuously updated, taking into account the social transformation brought about by

technology. In this regard, the OECD–European Commission Artificial Intelligence Literacy Framework provides both substantive depth and guidance for CTEM. This framework enables students to interact with artificial intelligence in an informed, ethical and creative manner, while focusing on the fundamental principles of digital citizenship, such as digital responsibility, data security, ethical awareness and critical production (OECD, 2025). In this context, restructuring the digital citizenship components included in CTEM around artificial intelligence literacy or integrating them into the existing framework will contribute to preparing students more effectively for the future direction of the digital world. Furthermore, this highlights that the Media and Artificial Intelligence Literacy, which will be assessed in PISA 2029, requires digital citizenship education to cover not only today's skills but also those of tomorrow.

Learning outcome IHVD.4.3.3, included in the CTEM Human Rights, Democracy and Citizenship (Grade 4) Curriculum, stands out as an exemplary application of CTEM's understanding of digital citizenship. This learning outcome reflects the interdisciplinary nature of digital citizenship education in terms of both thematic depth and application, aiming to raise students' awareness of both technical and ethical aspects. This suggests that digital citizenship is not only an IT issue but also a matter of citizenship.

However, the fact that the "learning and creativity" domain stands out as the most dominant dimension in almost all curricula indicates a strong commitment to the use of digital tools in pedagogical processes and to equipping students with the skills to produce digital content, access information, and critically evaluate information. However, the multidimensional nature of digital citizenship, which is frequently emphasised in the literature (Choi, 2016; Jones & Mitchell, 2016), highlights the importance of addressing other components in a balanced manner. Although topics such as law, security, and ethics are notably included in some secondary school and high school curricula, updates could be considered to address such issues in a more systematic and comprehensive manner across different grade levels. In this regard, equipping students with not only technical skills but also an awareness of ethical, legal, and security-based responsibilities in the digital world can be considered one of the areas that need to be improved in the curricula (Livingstone & Third, 2017).

The relatively limited inclusion of outcomes directly related to digital health and digital consumerism in the curricula may suggest that these areas are not yet considered priority themes by both policymakers and curriculum developers. In the literature, digital health is considered a critical theme for students, linked to issues such as technology addiction, screen time management, and mental and emotional health (Choi et al., 2018; Eristi et al., 2020). However, although the term "digital health" does not appear frequently in the CTEM, some learning outcomes that can be associated with this theme are included in the curricula. For example, the Introduction to Social Studies Curriculum (D13.3) in the primary school emphasises the need to pay attention to the purpose and duration of use when using technological tools, and the Secondary School Turkish Language Curriculum expects students to manage this process through writing exercises on topics such as digital addiction, social media language, and personal security. Furthermore, the Religious Culture and Moral Knowledge Curriculum at secondary school level includes ethical and social questioning regarding technology addiction, while the Basic Religious Knowledge course develops critical thinking skills regarding bad habits and technology addiction. Although these examples do not directly conceptualise the theme of "digital health", they demonstrate that the theme is pedagogically reflected in the curricula.

Similarly, the (digital) "consumer awareness" domain also struggles to find a direct place in the curricula, although it is addressed indirectly in some courses. Social studies course is particularly noteworthy in this context. Learning outcomes in the curriculum, such as critical thinking about the effects of technological developments on social life and evaluating the impact of artificial intelligence and digitalisation on professional fields, raise significant awareness of the effects of the digital economy at the individual and societal levels. Furthermore, learning outcomes that aim to develop the ability to gather information about the copyright and patenting processes of a product or idea contribute to awareness of intellectual property, one of the cornerstones of digital commerce within the scope of digital content production and digital rights. These outcomes can encourage students to be not only consumers but also producers in the digital environment. Such examples demonstrate that CTEM has taken steps to integrate relatively less explored themes such as digital health and digital consumerism into the curricula, indicating that the holistic nature of digital citizenship education will be further strengthened if these themes are structured more systematically.

The reasons for this distribution in the curricula may be both pedagogical and structural. Firstly, it is likely that there are difficulties in making digital citizenship themes more concrete and cognitively appropriate, especially at the basic education level (pre-school and primary school). The developmental characteristics of students may limit the direct acquisition of abstract concepts (e.g., “ethics and empathy”, “rights and responsibilities”, “consumer awareness”). This leads to the curricula, especially at the pre-school and primary school levels, focusing more on the use of digital tools and content consumption (Eristi et al., 2020).

On the other hand, the decisive role of teachers in digital citizenship education is frequently emphasised in the literature (Al-Zahrani, 2015). Even when certain digital citizenship themes are not addressed directly and in detail in the curricula, teachers’ pedagogical preferences and guidance can still develop student awareness of these themes. Topics such as digital rights and responsibilities, privacy, and data security are closely related to teachers’ subject knowledge as well as their digital pedagogical competence. Therefore, Martin et al. (2019) state that systematically incorporating digital citizenship education into teacher training programmes is critical for effectively reflecting this area in classroom practices.

In conclusion, the CTEM curriculum meaningfully address the domains of digital citizenship in many courses and aim to provide students with important outcomes, particularly in the domains “learning and creativity”, “media and information literacy”, “e-presence and communications”, and “privacy and security”. This reflects a strong orientation towards individuals acting in an informed manner and responsibly in digital environments. However, considering the multidimensional nature of digital citizenship, the balanced and systematic representation of different themes would give digital citizenship education a more holistic structure. As emphasised in the literature, digital citizenship should not be limited to technical knowledge and skills but should also be approached as a learning process shaped by critical thinking, ethical responsibility, and awareness of democratic participation (Ribble, 2021). Strengthening and diversifying the basic framework offered by CTEM for this multidimensional structure in the coming period will be a development in line with the educational goals required by the digital age.

6. CONCLUSION AND RECOMMENDATIONS

The learning outcomes incorporating the theme of digital citizenship in the curricula developed within the framework of the Century of Türkiye Education Model (CTEM) have been designed to include not only the technical aspects of digital skills but also the dimensions of values, rights, responsibilities, and critical thinking. However, considering the multidimensional nature of digital citizenship, a more balanced inclusion of the themes of "digital health", "digital commerce", and "digital rights and responsibilities" in the curricula would contribute to students' comprehensive understanding of the concept of digital citizenship and more effectively develop their competencies in this area.

Based on the findings of this study and the existing literature, the following recommendations are presented regarding the digital citizenship theme in relation to the curricula developed within the CTEM. These recommendations are summarised in Figure 29.

Figure 29

Recommendations Based on Research Findings

- Improving Thematic Balance: While it is ideal for digital citizenship themes to be balanced in the curricula, it may not always be possible or appropriate for each theme to be covered equally. However, supporting resources and guidance materials can be provided to integrate relatively underrepresented themes, such as digital health, digital commerce, and digital access, into teacher guidance or interdisciplinary learning outcomes.
- Digital Citizenship-focused Structuring of Teacher Training and Professional Development: Digital citizenship education should be systematically integrated not only into the training process for prospective teachers but also into the professional development of serving teachers. In this context, practical content focusing on fundamental themes such as digital ethics, data security, online rights and responsibilities, and critical media literacy can be developed in teacher training programmes, and the pedagogical competencies of teacher candidates in these areas can be supported.

  Moreover, implementation guides, sample class scenarios and guidance documents should be developed to explain how serving teachers will cover the learning outcomes related to digital citizenship included in the updated curricula in line with the Century of Türkiye Education Model (CTEM), taking into account the domains of digital citizenship included in the DCE planner. These materials should be supported by in-service training. This will enable the consistent, effective and sustainable implementation of digital citizenship education in the field.
- Developmental Appropriateness in Content Design: It is important to concretise abstract digital citizenship concepts at the pre-school and primary school levels in a manner appropriate to the developmental level of the pupils. Therefore, age-appropriate digital content, activities and game-based learning materials can be disseminated. The full version of the DCE Planner, which the Council of Europe plans to publish in autumn 2025, and the online activity pool to be created in 2026 provide an international framework that supports the sharing of good practice examples in this area (Council of Europe, 2025b). Similarly, in Türkiye, multi-stakeholder preparatory processes can be initiated to produce interactive and enjoyable digital citizenship content that is developmentally appropriate, especially for young age groups. Guidance materials and teacher guides to be developed within the Ministry of National Education can contribute to the effective reflection of such themes in

classroom applications. Thus, digital citizenship education can be structured from an early age in line with Türkiye's education policies.

- Modelling and Disseminating Good Practice Examples: Learning outcomes directly related to digital citizenship, such as IHVD.4.3.3 in the CTEM human rights, democracy and citizenship course, serve as examples for interdisciplinary applications. This outcome can be adapted and disseminated to other curricula.
- Concretising International Alignment: CTEM's alignment with international digital citizenship frameworks such as DigComp, Common Sense Education, OECD, and the Council of Europe should be maintained. Interdisciplinary projects, teacher collaborations, and field studies should be encouraged to ensure that this alignment translates into concrete outputs not only at the theoretical level but also at the application level.
- Implementation Monitoring and Evaluation Systems: Data-based evaluation tools can be developed to monitor the extent to which digital citizenship learning outcomes integrated into curricula are achieved in classroom applications. Obtaining systematic feedback from teachers and making implementation practices traceable with such tools is essential for the continuous improvement process.

In this study, the Digital Citizenship Education (DCE) Planner (Council of Europe, 2025a) was used as a basis for classifying learning outcomes related to digital citizenship; however, difficulties were encountered in classifying some learning outcomes under only one domain. Therefore, in future research, alternative classifications could be developed using different theoretical frameworks such as DigComp or Common Sense, and more in-depth evaluations could be carried out through comparative analyses.

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Appendix 1: Council of Europe Digital Citizenship Education(DCE) Planner

Domain	Theme	Age Group	Learning Outcomes
Access and Inclusion	The benefits of technology	5 – 7	Can give examples of ways technology helps people to connect, share and learn together
Access and Inclusion	Widening opportunities	5 – 7	Can include their peers in simple collaborative activities
Access and Inclusion	Assistive technology	5 – 7	Can identify disabilities that make it difficult for children to use digital devices
Access and Inclusion	Gender equality	5 – 7	Recognise that boys and girls, and men and women are equally good at using technology
Access and Inclusion	Linguistic and cultural inclusion	5–7	Can act out ways of communicating with someone who doesn't speak their language
Access and Inclusion	Digital exclusion	5 – 7	Recognise that not all children in the world have access to technology
Access and Inclusion	Policy on digital access	5 – 7	Can make up their own rules for sharing toys, taking turns in games or managing screen time
Access and Inclusion	Actions to promote inclusion	5 – 7	Can describe ways to make others feel included and valued
Access and Inclusion	The benefits of technology	8 – 11	Can give examples of ways technology helps them to share ideas and work together
Access and Inclusion	Widening opportunities	8 – 11	Can describe how technology can bring classmates together to support each other
Access and Inclusion	Assistive technology	8 – 11	Can give examples of tools designed to help people with disabilities access the digital environment
Access and Inclusion	Gender equality	8 – 11	Can agree some classroom rules for ensuring that boys and girls get the same access to technology for learning
Access and Inclusion	Linguistic and cultural inclusion	8 – 11	Can incorporate elements of the language and way of life of another culture into a story or activity involving technology
Access and Inclusion	Digital exclusion	8 – 11	Can discuss some of the consequences of not having access to technology or the internet
Access and Inclusion	Policy on digital access	8 – 11	Can describe how rules and decisions by adults can help to make technology more available to people
Access and Inclusion	Actions to promote inclusion	8 – 11	Can suggest classroom rules to ensure all pupils have access to the technology they need for their schoolwork
Access and Inclusion	The benefits of technology	12 – 15	Can give examples of ways technology improves life in their local community
Access and Inclusion	Widening opportunities	12 – 15	Can describe how technology helps people to access public services
Access and Inclusion	Assistive technology	12 – 15	Can assess the strengths and weaknesses of a website, app or other digital product from the perspective of accessibility
Access and Inclusion	Gender equality	12 – 15	Can explore reasons why girls and women may sometimes be excluded from the digital environment
Access and Inclusion	Linguistic and cultural inclusion	12 – 15	Can assess the strengths and weaknesses of an online platform from the perspective of another ethnic group or culture
Access and Inclusion	Digital exclusion	12 – 15	Can identify social, economic and geographical barriers limiting digital access
Access and Inclusion	Digital access policy	12 – 15	Can consider what the minimum access to technology should be in today's society
Access and Inclusion	Actions to promote inclusion	12 – 15	Can design community guidelines for an online platform that promote inclusion
Access and Inclusion	The benefits of technology	16 – 18	Can give examples of ways technology creates opportunities for citizens to participate in decision-making
Access and Inclusion	Widening opportunities	16 – 18	Can describe how technology helps to improve citizens' educational, economic and healthcare opportunities
Access and Inclusion	Assistive technology	16 – 18	Can incorporate accessibility principles in a digital assignment or project
Access and Inclusion	Gender equality	16 – 18	Can research an issue of gender equality in the design, development or application of technology
Access and Inclusion	Linguistic and cultural inclusion	16 – 18	Can elaborate inclusive design principles for a digital product, to reflect European linguistic and cultural diversity
Access and Inclusion	Digital exclusion	16 – 18	Can assess the impact of digital exclusion on social and economic opportunities
Access and Inclusion	Policy on digital access	16 – 18	Can discuss what they think society should do about digital exclusion
Access and Inclusion	Actions to promote inclusion	16 – 18	Can evaluate the work of an organisation or initiative that promotes digital inclusion
Learning and Creativity	Learning with technology	5 – 7	Can talk about things they learn from using technology
Learning and Creativity	Creating with a purpose	5 – 7	Can create a simple piece of digital content on a social theme
Learning and Creativity	Creating together	5 – 7	Can share toys, materials and ideas with each other, and take turns during activities
Learning and Creativity	Creating ethically	5 – 7	Can recognise the importance of asking permission before using someone else's things
Learning and Creativity	Copyright	5 – 7	Can recognise that everything they see or hear online has been created by someone
Learning and Creativity	Open source	5 – 7	Can create things for others to use and enjoy
Learning and Creativity	Cultural understanding	5 – 7	Can identify music, clothing, or other traditions from around the world in stories and videos they enjoy
Learning and Creativity	Responsible innovation	5 – 7	Can describe ways of spreading kindness
Learning and Creativity	Learning with technology	8 – 11	Can describe the types of technology they use at school, and how these help them to learn
Learning and Creativity	Creating with a purpose	8 – 11	Can create a digital story or animation about an issue in their school or neighbourhood
Learning and Creativity	Creating together	8 – 11	Can use technology to share and build on each other's ideas in a joint activity or project
Learning and Creativity	Creating ethically	8 – 11	Can describe how to credit people whose ideas, words or images they use online
Learning and Creativity	Copyright	8 – 11	Can explain how copyright law protects their digital work
Learning and Creativity	Open source	8 – 11	Can describe where to find free-to-use materials online
Learning and Creativity	Cultural Understanding	8 – 11	Can connect with children in other schools, locally or globally, using digital technology
Learning and Creativity	Responsible innovation	8 – 11	Can suggest ways of using technology to care for people or other creatures
Learning and Creativity	Learning with technology	12 – 15	Can assess the benefits of learning in a virtual classroom
Learning and Creativity	Creating with a purpose	12 – 15	Can produce a podcast or video expressing their view on an issue affecting young people
Learning and Creativity	Creating together	12 – 15	Can use technology to facilitate a group discussion or debate
Learning and Creativity	Creating ethically	12 – 15	Can describe ways of checking facts and figures before sharing them online
Learning and Creativity	Copyright	12 – 15	Can give examples of digital material protected by copyright, and explain the penalties for using them without permission
Learning and Creativity	Open source	12 – 15	Can explain what open-source materials are, and how they are useful for creative and educational projects
Learning and Creativity	Cultural understanding	12 – 15	Can identify principles for creating content that respects different cultures and traditions

Domain	Theme	Age Group	Learning Outcomes
earning and Creativity	Responsible innovation	12 – 15	Can suggest ways of using technology to solve a school or community problem
earning and Creativity	Learning with technology	16 – 18	Can explore ways in which AI-powered tools help to improve learning
earning and Creativity	Creating with a purpose	16 – 18	Can set up an online campaign or challenge to change public opinion on an issue
earning and Creativity	Creating together	16 – 18	Can use technology to bring together a group of like-minded peers to work on an online project
earning and Creativity	Creating ethically	16 – 18	Can outline the ethical and academic implications of plagiarism
earning and Creativity	Copyright	16 – 18	Can identify copyright issues surrounding the use of AI for content creation
earning and Creativity	Open source	16 – 18	Can describe ways of participating in an open-source community
earning and Creativity	Cultural understanding	16 – 18	Can identify ways to involve people from different cultures and traditions in an online group or open-source project
earning and Creativity	Responsible Innovation	16–18	Can suggest ways of using technology to solve a social or environmental problem
edia and Information Literacy	Keeping informed	5 – 7	Can recognise 'news' as things that are happening now somewhere in the world
edia and Information Literacy	Who or what is behind the news	5 – 7	Can retell a fairy tale or event from a children's book or video from the perspective of different characters
edia and Information Literacy	Being critical	5 – 7	Can sort simple examples of digital content into 'real' and 'pretended' or 'made up'
edia and Information Literacy	Propaganda and manipulation	5 – 7	Can analyse a simple story or visual with obvious inconsistencies and spot what does not make sense
edia and Information Literacy	Why truth matters	5 – 7	Can describe how telling lies leads to misunderstandings and hurt feelings
edia and Information Literacy	Finding news you can trust	5 – 7	Can explain why it is important to check with a trusted adult if they spot something new, strange or exciting
edia and Information Literacy	Sharing information responsibly	5 – 7	Can recognise the importance of checking with a trusted adult if they are unsure whether something is appropriate to share
edia and Information Literacy	Creating your own news content	5 – 7	Can share some news with others - about family, friends or something in their immediate environment
edia and Information Literacy	Keeping informed	8 – 11	Can use child-friendly apps and websites to analyse stories about people and events in the news
edia and Information Literacy	Who or what is behind the news	8 – 11	Can explain what 'clickbait' is and how it influences the news that people read
edia and Information Literacy	Being critical	8 – 11	Can distinguish between facts and opinions in different types of online news
edia and Information Literacy	Propaganda and manipulation	8 – 11	Can recognise some of the deceptive tactics used to make people believe online news that isn't true
edia and Information Literacy	Why truth matters	8 – 11	Can identify ways in which fabricated information online harms children
edia and Information Literacy	Finding news you can trust	8 – 11	Can recognise the clues that suggest a news story is likely to be fake
edia and Information Literacy	Sharing information responsibly	8 – 11	Can agree some simple 'dos and don'ts' for sharing news and information online responsibly
edia and Information Literacy	Creating your own news content	8 – 11	Can create a news report about their school for the school newsletter or website
edia and Information Literacy	Keeping informed	12 – 15	Can assess the advantages and disadvantages of different ways of accessing news online
edia and Information Literacy	Who or what is behind the news	12 – 15	Can explain what 'filter bubbles' are, and how they influence the way people perceive the world
edia and Information Literacy	Being critical	12 – 15	Can assess the reliability of information provided by different bloggers
edia and Information Literacy	Propaganda and manipulation	12 – 15	Can recognise propaganda techniques and other forms of manipulation used on the internet to influence public opinion
edia and Information Literacy	Why truth matters	12 – 15	Can identify ways in which fabricated information distorts people's understanding of important issues and influences their decisions
edia and Information Literacy	Finding news you can trust	12 – 15	Can assess the reliability of an online news story using a variety of verification techniques
edia and Information Literacy	Sharing information responsibly	12 – 15	Can identify ways in which the things they share online may be interpreted differently by other people
edia and Information Literacy	Creating your own news content	12 – 15	Can create a news report about young people for a video-sharing or social media platform
edia and Information Literacy	Keeping informed	16–18	Can reflect on how their online behaviour dictates the news they get, and how they might break free from this
edia and Information Literacy	Who or what is behind the news	16–18	Can examine the influence of media ownership on the content of online news
edia and Information Literacy	Being critical	16 – 18	Can explain what 'conspiracy theories' are, and the effects they have on society
edia and Information Literacy	Propaganda and manipulation	16 – 18	Can assess the impact of online disinformation on an electoral campaign
edia and Information Literacy	Why truth matters	16 – 18	Can identify ways in which fabricated information erodes trust in public institutions and the democratic process
edia and Information Literacy	Finding news you can trust	16 – 18	Can assess the credibility of different digital media providers using the indicators of responsible journalism
edia and Information Literacy	Sharing information responsibly	16 – 18	Can review legislation designed to combat fabricated information online, and consider whether it needs strengthening
edia and Information Literacy	Creating your own news content	16 – 18	Can research a news story trending online and publish their own version
thics and Empathy	How people behave online	5 – 7	Can talk about how they like to use technology, such as whether they like to be on their own or play with friends
thics and Empathy	Thinking about others	5 – 7	Can recognise that they should treat people online with kindness and respect just like anybody else
thics and Empathy	Fostering inclusion	5 – 7	Can suggest ways of making sure others don't feel left out
thics and Empathy	Hurtful behaviour	5 – 7	Can recognise that people can be unkind online
thics and Empathy	Cyber-bullying	5 – 7	Can recognise that being mean to someone on purpose, over and over again, is bullying
thics and Empathy	What bullying does to someone	5 – 7	Can describe how someone who is being bullied is likely to feel
thics and Empathy	Protecting yourself	5 – 7	Can recognise the importance of reporting upsetting or confusing conversations to a trusted adult
thics and Empathy	Taking action to help others	5 – 7	Can suggest simple activities for promoting kindness in school, such as a 'buddy bench' or 'thank you wall'
thics and Empathy	How people behave online	8 – 11	Can identify ways in which talking to someone online is different from speaking face-to-face
thics and Empathy	Thinking about others	8 – 11	Can explain what 'netiquette' is, and why it is important
thics and Empathy	Fostering inclusion	8 – 11	Can suggest practical things they can do to make people feel welcome and included online
thics and Empathy	Hurtful behaviour	8 – 11	Can identify different types of hurtful online behaviour
thics and Empathy	Cyber-bullying	8 – 11	Can explain what cyberbullying is
thics and Empathy	What bullying does to someone	8 – 11	Can discuss the difference between cyberbullying and so-called 'harmless jokes'

Domain	Theme	Age Group	Learning Outcomes
Ethics and Empathy	Protecting yourself	8 – 11	Can explain what to do if they are bullied online
Ethics and Empathy	Taking action to help others	8 – 11	Can explain what to do if they witness cyberbullying
Ethics and Empathy	How people behave online	12 – 15	Consider why people's behaviour online is often different from the way they are offline
Ethics and Empathy	Thinking about others	12 – 15	Can identify ways of showing empathy online
Ethics and Empathy	Fostering inclusion	12–15	Can identify the dangers of social media cliques, and explore ways of making their own social media presence more inclusive
Ethics and Empathy	Hurtful behaviour	12 – 15	Can describe different forms of online harassment
Ethics and Empathy	Cyber-bullying	12 – 15	Can explain the personal and legal consequences of cyberbullying
Ethics and Empathy	What bullying does to someone	12 – 15	Can discuss the impact of online bullying on relations in the classroom, and how to address this
Ethics and Empathy	Protecting yourself	12 – 15	Can describe precautions they can take to protect themselves from online abuse
Ethics and Empathy	Taking action to help others	12 – 15	Can suggest ways in which students can contribute to school policies on digital safeguarding
Ethics and Empathy	How people behave online	16 – 18	Can describe how the internet both enhances and erodes human qualities like empathy and respect for others
Ethics and Empathy	Thinking about others	16 – 18	Can describe online situations where other people may need their support
Ethics and Empathy	Fostering inclusion	16 – 18	Can identify voices that tend to be missing from social media, and consider what may be done to include them
Ethics and Empathy	Hurtful behaviour	16 – 18	Can discuss how they think society should respond to the problem of online abuse
Ethics and Empathy	Cyber-bullying	16 – 18	Can consider the extent to which social media are to blame for online bullying
Ethics and Empathy	What bullying does to someone	16 – 18	Can examine ways in which online abuse and harassment impacts on public debate and the democratic process
Ethics and Empathy	Protecting yourself	16 – 18	Can explain how to document and report incidents of online harassment and abuse
Ethics and Empathy	Taking action to help others	16 – 18	Can evaluate a national initiative designed to address cyberbullying
Health and Well-being	General health benefits	5 – 7	Can recognise ways in which technology helps their family to stay healthy
Health and Well-being	Digital health tools	5 – 7	Can use apps, websites or videos that promote children's health
Health and Well-being	Overuse and addiction	5 – 7	Can talk about the dangers of too much screen time
Health and Well-being	Unhealthy content	5 – 7	Can explain what to do if digital content makes them feel uncomfortable
Health and Well-being	Gaming and health	5 – 7	Can identify safe versus risky situations in video games
Health and Well-being	Getting a healthy balance	5 – 7	Can explain the importance of taking regular breaks from screen activities
Health and Well-being	A healthier digital culture	5 – 7	Can give examples of fun activities that don't involve screen time
Health and Well-being	Action on digital health	5 – 7	Can work together to create a simple plan for practising healthy digital habits
Health and Well-being	General health benefits	8 – 11	Can describe ways in which technology helps them make friends and keep in touch with their family
Health and Well-being	Digital health tools	8 – 11	Can give examples of health and fitness apps appropriate for their age group
Health and Well-being	Overuse and addiction	8 – 11	Can describe the physical consequences of excessive use of technology
Health and Well-being	Unhealthy content	8 – 11	Can identify dangers associated with online challenges, and consider what attracts children to these activities
Health and Well-being	Gaming and health	8 – 11	Can identify the features of video games that make users want to keep on playing
Health and Well-being	Getting a healthy balance	8 – 11	Can agree on some basic rules for staying healthy when using technology
Health and Well-being	A healthier digital culture	8 – 11	Can compare the benefits of playing video games with playing face-to-face games, reading a book or doing a sport
Health and Well-being	Action on digital health	8 – 11	Can contribute to a class activity promoting healthy digital habits
Health and Well-being	General health benefits	12 – 15	Can describe ways in which technology helps them to express their identity and build new relationships
Health and Well-being	Digital health tools	12–15	Can give examples of apps, websites or videos that help young people with their mental well-being
Health and Well-being	Overuse and addiction	12 – 15	Can recognise signs of smartphone addiction
Health and Well-being	Unhealthy content	12–15	Can identify the dangers of unrealistic body images and lifestyles promoted by influencers
Health and Well-being	Gaming and health	12–15	Can describe the symptoms of video game disorder
Health and Well-being	Getting a healthy balance	12 – 15	Can identify precautions young people can take to avoid technology disorders
Health and Well-being	A healthier digital culture	12 – 15	Can use technology to track and analyse their own digital habits
Health and Well-being	Action on digital health	12 – 15	Can design an initiative to raise awareness of the negative effects of digitally-altered body images
Health and Well-being	General health benefits	16 – 18	Can describe ways in which technology helps marginalised and vulnerable groups in society to improve their wellbeing
Health and Well-being	Digital health tools	16 – 18	Can assess the pros and cons of using the internet for health information and medical advice
Health and Well-being	Overuse and addiction	16 – 18	Can identify the dangers of relying on the internet as a means of forming relationships
Health and Well-being	Unhealthy content	16 – 18	Can consider how society should respond to platforms promoting destructive behaviours like eating disorders and self-harm
Health and Well-being	Gaming and health	16 – 18	Can debate the ethics of including gambling-like systems of randomised rewards in video games, like loot boxes
Health and Well-being	Getting a healthy balance	16–18	Can recognise the signs of problematic technology use
Health and Well-being	A healthier digital culture	16–18	Can review legislation on the impact of technology on health and well-being, and consider whether it needs strengthening
Health and Well-being	Action on digital health	16 – 18	Can carry out a local investigation into the impact of technology on people's lifestyle choices
e-Presence and Communications	What is in your digital footprint	5 – 7	Can explain why they should be careful about what they say and who they say it to
e-Presence and Communications	How your footprint is created	5 – 7	Can recognise that whenever they use the internet, it remembers information about them
e-Presence and Communications	Getting a reputation	5 – 7	Can recognise that how they behave affects what people think about them
e-Presence and Communications	Virtual characters and avatars	5 – 7	Can explain why they like the avatars or virtual characters they choose to represent themselves
e-Presence and Communications	How others affect your reputation	5 – 7	Can describe how mean things that people say spread

Domain	Theme	Age Group	Learning Outcomes
e-Presence and Communications	Why your footprint matters	5 – 7	Can recognise that everything they do online is there for all to see and lasts forever
e-Presence and Communications	The right to control your data	5 – 7	Can recognise that they can say 'no' if a game or website asks them for information they do not wish to share
e-Presence and Communications	Managing your online presence	5–7	Can describe the personal information they should always keep safe and ask a trusted adult before sharing
e-Presence and Communications	What is in your digital footprint	8 – 11	Can explain what their digital footprint is, and the sorts of things that are likely to be in it
e-Presence and Communications	How your footprint is created	8 – 11	Can explain how their digital footprint is created
e-Presence and Communications	Getting a reputation	8 – 11	Can identify types of online behaviour likely to damage their reputation
e-Presence and Communications	Virtual characters and avatars	8 – 11	Can explain how their choice of avatars and virtual characters tells other people about their personality and interests
e-Presence and Communications	How others affect your reputation	8 – 11	Can identify ways in which their reputation can be affected by things their friends do or say about them online
e-Presence and Communications	Why your footprint matters	8 – 11	Can identify ways in which sharing personal information online can impact on their safety
e-Presence and Communications	The right to control your data	8 – 11	Can explain how to update basic online information about themselves, such as usernames and profile pictures
e-Presence and Communications	Managing your online presence	8 – 11	Can agree on some simple rules for maintaining a good reputation online
e-Presence and Communications	What is in your digital footprint	12 – 15	Can check their own digital footprint and reflect on what it contains
e-Presence and Communications	How your footprint is created	12 – 15	Can describe the different ways in which they influence their own digital footprint
e-Presence and Communications	Getting a reputation	12–15	Consider why people often try to present an idealised image of themselves online
e-Presence and Communications	Virtual characters and avatars	12 – 15	Can explain how their choice of usernames and profile pictures affects how other people see and react to them
e-Presence and Communications	How others affect your reputation	12 – 15	Can consider ways in which their online reputation can be damaged by people they don't even know
e-Presence and Communications	Why your footprint matters	12 – 15	Can analyse ways in which their digital footprint can affect friendships and relationships with others
e-Presence and Communications	The right to control your data	12 – 15	Can give examples of situations where they have the right to ask a platform to remove content they have posted
e –Presence and Communications	Managing your online presence	12 – 15	Can assess strategies for limiting the personal information they make available on the internet
e-Presence and Communications	What is in your digital footprint	16 – 18	Can analyse Terms and Conditions contracts to find the data companies are authorised to collect from them
e-Presence and Communications	How your footprint is created	16 – 18	Can reflect on their personal search history and online behaviour and what it says about them
e-Presence and Communications	Getting a reputation	16–18	Can consider how pressure to maintain a perfect online presence impacts on individuals and on society in general
e-Presence and Communications	Virtual characters and avatars	16 – 18	Can discuss the extent to which people can be held morally responsible for characters they inhabit in virtual reality
e-Presence and Communications	How others affect your reputation	16 – 18	Can explore ways of trying to protect their online reputation from damage by others
e-Presence and Communications	Why your footprint matters	16 – 18	Can analyse ways in which their digital footprint can affect their future opportunities
e-Presence and Communications	The right to control your data	16–18	Can explain the 'right to be forgotten' and give examples of online situations where it can be applied
e-Presence and Communications	Managing your online presence	16 – 18	Can debate the pros and cons of online anonymity
Active Participation	Finding out about society	5 – 7	Learn about people in society who help us, such as doctors, police officers and firefighters
Active Participation	Researching issues and opinions	5 – 7	Can present two sides to a story, or two opinions on a topic
Active Participation	Participating in debate	5 – 7	Can participate in a simple picture-based discussion, taking turns to express their views
Active Participation	Advocacy and activism	5 – 7	Can create a simple visual message expressing their view on something they care about in their immediate environment
Active Participation	Lobbying	5 – 7	Can create a simple visual petition about something they would like to happen, and collect some 'signatures'
Active Participation	Organising and campaigning	5 – 7	Can create a simple piece of digital content, like a poster, to promote a school event
Active Participation	Voting	5 – 7	Can participate in a simple online vote
Active Participation	Local action	5 – 7	Can participate in a simple online classroom event, like a video conference
Active Participation	Finding out about society	8 – 11	Can use the internet to find information about organisations that help children
Active Participation	Researching issues and opinions	8 – 11	Can use technology to collect and present classmates' opinions on an issue relating to school life
Active Participation	Participating in debate	8 – 11	Can agree on simple rules for how to behave in an online discussion
Active Participation	Advocacy and activism	8 – 11	Can create some simple digital content on something in the world they would like to change
Active Participation	Lobbying	8 – 11	Can organise a digital petition to lobby their student council on a school issue
Active Participation	Organising and campaigning	8 – 11	Can use technology to help organise a school-based event
Active Participation	Voting	8 – 11	Can use technology to help run a school election
Active Participation	Local action	8 – 11	Can write a blog on a local issue for their school website or social media page
Active Participation	Finding out about society	12 – 15	Can use the internet to find information about youth and civil society organisations and their activities
Active Participation	Researching issues and opinions	12 – 15	Can use technology to research and present a topical citizenship issue
Active Participation	Participating in debate	12 – 15	Can assess the pros and cons of different opportunities for online discussions
Active Participation	Advocacy and activism	12 – 15	Can describe different digital advocacy tools and explain how to use them
Active Participation	Lobbying	12 – 15	Can write an email to an elected representative
Active Participation	Organising and campaigning	12 – 15	Can describe how to set up an online social campaign or support group
Active Participation	Voting	12 – 15	Can suggest ways of using technology to increase student participation in school decision-making
Active Participation	Local action	12 – 15	Can suggest ways of using technology to increase parental community participation in school life
Active Participation	Finding out about society	16 – 18	Can use the internet to find information about political parties and what they stand for
Active Participation	Researching issues and opinions	16 – 18	Can use technology to research and present public opinion on a topic trending in the news
Active Participation	Participating in debate	16 – 18	Can discuss the difficulties of debating sensitive and controversial issues online
Active Participation	Advocacy and activism	16 – 18	Can assess the pros and cons of different forms of digital activism

Domain	Theme	Age Group	Learning Outcomes
Participation	Lobbying	16 – 18	Can research an example of online lobbying and assess its effectiveness
Participation	Organising and campaigning	16 – 18	Can plan a digitally-based community action project designed to solve a local problem
Participation	Voting	16 – 18	Can assess the pros and cons of electronic voting in elections
Participation	Local action	16–18	Can use technology to publicise local volunteering opportunities for young people
nd Responsibilities	Understanding your rights	5 – 7	Can describe the devices they are allowed to use and not allowed to use
nd Responsibilities	Knowing your responsibilities	5 – 7	Can describe what they are permitted to do and not permitted to do with devices
nd Responsibilities	Defend your rights	5 – 7	Can say what they should do if someone treats them badly
nd Responsibilities	Protecting one other	5 – 7	Can speak up when they think someone is being treated badly
nd Responsibilities	Freedom of expression	5 – 7	Can express their feelings using simple tools like 'emotion charts' or the 'traffic light' technique
nd Responsibilities	Discrimination	5 – 7	Can give examples of fictional characters who are treated unfairly
nd Responsibilities	Hate speech	5 – 7	Can recognise the difference between saying things that make people feel welcome and making them feel unwelcome
nd Responsibilities	Taking action on rights	5 – 7	Can speak out when they see something wrong, even if others stay quiet
nd Responsibilities	Understanding your rights	8 – 11	Can give examples of their digital rights, such as privacy, freedom of expression and protection from online harm
nd Responsibilities	Knowing your responsibilities	8 – 11	Can agree on some simple 'do's and don'ts' for messaging or playing with friends online
nd Responsibilities	Defending your rights	8 – 11	Can describe actions they can take if their digital rights are violated
nd Responsibilities	Protecting one other	8 – 11	Can describe how to report harmful or inappropriate online content
nd Responsibilities	Freedom of expression	8 – 11	Can describe opportunities for expressing their opinions online
nd Responsibilities	Discrimination	8 – 11	Can discuss whether girls are given the same opportunities to use technology as boys
nd Responsibilities	Hate speech	8 – 11	Can recognise that people belong to different groups, and that making mean comments about an entire group is wrong
nd Responsibilities	Taking action on rights	8 – 11	Can take part in a simple awareness-raising activity designed to promote children's digital rights
nd Responsibilities	Understanding your rights	12 – 15	Can give examples of situations where children's digital rights are violated
nd Responsibilities	Knowing your responsibilities	12 – 15	Can give examples of the rules that platforms and apps ask them to follow, and consider why they are important
nd Responsibilities	Defending your rights	12 – 15	Can identify organisations and individuals they can turn to if their digital rights are violated
nd Responsibilities	Protecting one other	12 – 15	Can describe ways of protecting each other's digital rights
nd Responsibilities	Freedom of expression	12 – 15	Can assess the pros and cons of online platforms that provide opportunities for young people's voices to be heard
nd Responsibilities	Discrimination	12 – 15	Can analyse online images for evidence of gender, racial or other forms of stereotyping
nd Responsibilities	Hate speech	12 – 15	Can recognise different forms of hate speech online and consider how they can be addressed
nd Responsibilities	Taking action on rights	12 – 15	Can design a video, blog or social media campaign advocating for stronger protection for young people's digital rights
nd Responsibilities	Understanding your rights	16–18	Can debate whether internet access should be made a basic human right
nd Responsibilities	Knowing your responsibilities	16 – 18	Can discuss the responsibilities of digital citizens and reflect on how well they live up to these responsibilities themselves.
nd Responsibilities	Defending your rights	16 – 18	Can describe the steps platforms take to protect users' rights, and consider whether they aresufficient.
nd Responsibilities	Protecting one other	16–18	Can identify situations where friends may be in trouble online, and consider the best ways to help
nd Responsibilities	Freedom of expression	16 – 18	Can debate the limits to freedom of expression on the internet
nd Responsibilities	Discrimination	16 – 18	Can identify ways in which AI systems perpetuate existing forms of bias and discrimination
nd Responsibilities	Hate speech	16 – 18	Can assess the social impact of hate speech, both historically and in today's digital world
nd Responsibilities	Taking action on rights	16 – 18	Can lobby an elected representative on an issue of young people's digital rights
and Security	Data collection	5 – 7	Can give examples of personal data – such as their name, age and what they like to do
and Security	Threats to privacy and security	5 – 7	Can give examples of what is safe to share online, and what may be harmful
and Security	Protecting online privacy	5 – 7	Can explain what to do if they want to take a picture of their classmates or to share information about them
and Security	Inappropriate content	5 – 7	Can name their 'trusted adults' for when they need help with digital issues
and Security	Sharing explicit images	5 – 7	Can recognise when something feels uncomfortable online
and Security	Online predators	5 – 7	Recognise that some people online are not who they claim to be
and Security	Keeping safe	5 – 7	Can identify examples of online situations as 'safe' or 'unsafe'
and Security	Action for a safer internet	5 – 7	Can check with adults before using new equipment, applications or functions
and Security	Data collection	8 – 11	Can describe simple ways of controlling how much of their personal data gets on the internet
and Security	Threats to privacy and security	8 – 11	Can identify common online scams
and Security	Protecting online privacy	8 – 11	Can agree on some simple rules for protecting each other's online privacy
and Security	Inappropriate content	8 – 11	Can explain what to do if they come across digital content that is frightening, upsetting or feels wrong
and Security	Sharing explicit images	8 – 11	Can explain the dangers of sharing photos or videos of themselves or others online
and Security	Online predators	8 – 11	Can describe tactics online predators use to help them win the trust of young people
and Security	Keeping safe	8 – 11	Can describe how to block and report someone behaving inappropriately online
and Security	Action for a safer internet	8 – 11	Can some agree to some simple rules for making friends online without putting themselves in danger
and Security	Data collection	12 – 15	Can explain how companies use their personal data to personalise their internet use
and Security	Threats to privacy and security	12 – 15	Can describe ways in which social media platforms can threaten the privacy or security of users
and Security	Protecting online privacy	12 – 15	Can assess their school's online policies or procedures from the perspective of student privacy

Domain	Theme	Age Group	Learning Outcomes
and Security	Inappropriate content	12 – 15	Can discuss the effects of watching or sharing extreme content, such as violence, war, crime, accidents or pornography
and Security	Sharing explicit images	12 – 15	Can explain what to do if personal images are shared online without consent
and Security	Online predators	12 – 15	Can explain what grooming is, and how to recognise signs of grooming behaviour
and Security	Keeping safe	12 – 15	Can describe how people can be radicalised online
and Security	Action for a safer internet	12–15	Can advise others on how to stay safe on social media and messaging platforms
and Security	Data collection	16 – 18	Can examine the ethical implications of data collection, both for individuals and for society in general
and Security	Threats to privacy and security	16 – 18	Can describe security threats that companies and organisations face
and Security	Protecting online privacy	16 – 18	Can describe how the General Data Protection Regulation (GDPR) protects the online privacy of citizens
and Security	Inappropriate content	16–18	Can assess the effectiveness of strategies for protecting children from extreme content
and Security	Sharing explicit images	16 – 18	Can examine the potential consequences of sharing personal images online, both socially and in terms of education and career
and Security	Online predators	16 – 18	Can discuss how they think society should respond to the problem of online predators
and Security	Keeping safe	16 – 18	Can review legislation on internet safety and consider whether it needs strengthening
and Security	Action for a safer internet	16 – 18	Can assess the effectiveness of safety tools on platforms and apps
ner Awareness	Digital money	5 – 7	Can recognise that money is used to buy things even when they don't see physical coins or notes
ner Awareness	Consumer rights	5 – 7	Can recognise that everything they buy costs money, with some things costing more than others
ner Awareness	Smart spending	5 – 7	Can recognise that they can't have anything they like, even with digital money
ner Awareness	Responsible shopping	5 – 7	Can explain the difference between things they need (like food) and things they want (like toys)
ner Awareness	Understanding advertising	5 – 7	Can recognise advertisements in various formats, such as on television or in or before cartoons or videos
ner Awareness	Environmental consequences	5 – 7	Can recognise that devices like computers, tablets and phones rely on electricity and contribute to carbon emissions
ner Awareness	Sustainability	5 – 7	Can describe how to take care of devices, such as not dropping them, keeping them clean and switching them off when not in use
ner Awareness	Ethical consumption	5 – 7	Can recognise that toys or games have to be paid for with money that their parents/carers work hard for
ner Awareness	Digital money	8 – 11	Can recognise digital forms of payment, like debit and credit cards and digital wallets
ner Awareness	Consumer rights	8 – 11	Can describe the responsibilities that sellers and shopkeepers have towards their customers
ner Awareness	Smart spending	8 – 11	Can explain why 'free-to-play' games may not always be as free as they seem
ner Awareness	Responsible shopping	8 – 11	Can draw up a simple digital budget they can use to monitor their spending
ner Awareness	Understanding advertising	8 – 11	Can recognise some of the persuasive techniques used in online advertisements
ner Awareness	Environmental consequences	8 – 11	Can chart the environmental impact of a digital device from resource extraction to disposal
ner Awareness	Sustainability	8 – 11	Can describe ways of recycling digital products to reduce electronic waste
ner Awareness	Ethical consumption	8 – 11	Can explain how their choice of apps, games and devices affects people around the world
ner Awareness	Digital money	12 – 15	Can describe the main features of digital payment platforms and how to use them responsibly
ner Awareness	Consumer rights	12 – 15	Can describe their rights if they have a problem with a product or service bought online
ner Awareness	Smart spending	12 – 15	Can recognise fake promotions and misleading offers online
ner Awareness	Responsible shopping	12 – 15	Can agree on some principles for responsible online shopping
ner Awareness	Understanding advertising	12 – 15	Can describe some of the strategies used in online marketing, such as tracking tools and influencer partnerships
ner Awareness	Environmental consequences	12 – 15	Can assess the energy use of online habits like streaming, gaming and frequent downloads
ner Awareness	Sustainability	12 – 15	Can investigate ways of using their personal devices more sustainably
ner Awareness	Ethical consumption	12 – 15	Can examine the appeal of always getting the latest upgrade or gadget, and the consequences of this for the environment
ner Awareness	Digital money	16 – 18	Can describe the main features of cryptocurrencies, and the practical and ethical implications of investing in them
ner Awareness	Consumer rights	16 – 18	Can identify the consumer rights written into online purchase terms and conditions documents
ner Awareness	Smart spending	16 – 18	Can describe ways of verifying an influencer or celebrity endorsement
ner Awareness	Responsible shopping	16 – 18	Can compare the social and environmental impacts of shopping online with visiting a physical shop
ner Awareness	Understanding advertising	16 – 18	Can examine the role of advertisements in platforms that allow users access to free content and services
ner Awareness	Environmental consequences	16 – 18	Can examine the environmental costs of AI
ner Awareness	Sustainability	16 – 18	Can evaluate environmental claims made by online platforms and companies
ner Awareness	Ethical consumption	16 – 18	Can investigate the ethical credentials of an online platform in relation to product sourcing, inclusion and labour practices

Appendix 2: Digital Citizenship in the Century of Türkiye Education Model Curricula

CONTENTS

1. Pre-school Curriculum

No.	Age Range	Code	Learning Outcomes	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	36-48 months	TADB.1	Can manage the materials they will listen to/watch, such as poems, stories, rhymes, videos, theatre, animations	a. Selects the materials they will listen to/watch from the options presented to them. b. Listens to/watches the selected materials.	Learning and Creativity
2	36-48 months	TADB.2	Can create new meanings related to the materials they listen to/watch, such as poems, stories, rhymes, videos, theatre, and animations.	a. Makes connections between the materials they listen to/watch and their prior knowledge. b. Expresses their predictions about the materials they have listened to/watched.	Media and Information Literacy, Learning and Creativity
3	36-48 months	TAOB.1	Can select visual materials such as picture story books, digital tools, posters, and brochures	a. Expresses their opinion about the visual material they have examined. b. Selects visual reading materials.	Media and Information Literacy, Learning and Creativity
4	36-48 months	TAOB.2	Can derive meaning from visual materials	a. Establishes connections between visual materials and prior knowledge. b. Makes predictions about the text based on the visuals.	Media and Information Literacy, Learning and Creativity
5	36-48 months	TAOB.5	Can develop attitudes towards digital content	a. Expresses being influenced by materials such as posters and brochures.	Ethics and Empathy, Media and Information Literacy
6	36-48 months	SNAB.3	Can appreciate works of art and artists	c. Visits digital environments and spaces containing traditional and universal works of art. ç. Examines traditional and universal works of art displayed in digital or physical art environments.	Media and Information Literacy, Learning and Creativity
7	48-60 months	TADB.1	Can manage the materials they will listen to/watch, such as poems, stories, rhymes, videos, theatre, and animations	a. Selects the materials they will listen to/watch from the options presented to them. b. Listens to/watches the selected materials.	Learning and Creativity
8	48-60 months	TADB.2	Can create new meanings related to the materials they listen to/watch, such as poems, stories, rhymes, videos, theatre, and animations.	a. Establishes connections between the materials they listen to/watch and their prior knowledge. b. States their predictions about the materials they have listened to/watched. c. Makes inferences about the materials they have listened to/watched.	Media and Information Literacy, Learning and Creativity
9	48-60 months	TADB.3	Can analyse the poetry, stories, rhymes, videos, theatre, animations, and other materials they listen to/watch.	a. Identifies parts of events in the materials they listen to/watch.	Media and Information Literacy, Learning and Creativity
10	48-60 months	TAOB.1	Can select visual materials such as picture story books, digital tools, posters, and brochures.	a. Expresses their opinion about the visual material they have examined. b. Selects visual reading materials.	Media and Information Literacy, Learning and Creativity

11	48-60 months	TAOB.2	Can derive meaning from visual materials	a. Establishes connections between visual materials and prior knowledge. b. Makes predictions about the text based on the visuals. c. Makes inferences using information found in visual reading materials.	Media and Information Literacy, Learning and Creativity
12	48-60 months	TAOB.3	Can analyse visual materials such as picture story books, digital tools, posters and brochures	a. Identifies events depicted in visual materials.	Media and Information Literacy, Learning and Creativity
13	48-60 months	SNAB.3	Can appreciate works of art and artists	c. Visits digital environments and spaces featuring traditional and universal works of art. ç. Examines traditional and universal works of art displayed in digital or real art environments.	Learning and Creativity
14	60-72 months	TADB.1	Can manage the materials they will listen to/watch, such as poems, stories, rhymes, videos, theatre, and animations	a. Selects the materials they will listen to/watch from the options presented to them. b. Listens to/watches the selected materials.	Learning and Creativity
15	60-72 months	TADB.2	Can create new meanings related to the poetry, stories, rhymes, videos, theatre, animations and other materials they have listened to/watched	a. Makes connections between the materials they have listened to/watched and their prior knowledge. b. States their predictions about the materials they have listened to/watched. c. Makes inferences about the materials they have listened to/watched. ç. Compares the similarities and differences in the materials they have listened to/watched. d. Classifies similarities and differences in the materials they have listened to/watched. e. Gives appropriate responses such as approval/disapproval regarding what they have listened to/watched.	Media and Information Literacy, Learning and Creativity
16	60-72 months	TADB.3	Can analyse materials such as poems, stories, rhymes, videos, plays, animations that they listen to/watch	a. Identifies the parts of events in the materials they listen to/watch. b. Identifies the relationship between the parts of events in the materials they listen to/watch.	Learning and Creativity
17	60-72 months	TADB.4	Can reflect their views on the materials they have listened to/watched and the listening/viewing environment	a. Evaluates the listening/viewing environment. b. Expresses their feelings and thoughts about the materials they have listened to/watched.	Learning and Creativity
18	60-72 months	TAOB.1	Can select visual materials such as picture story books, digital tools, posters, and brochures	a. Expresses their opinion about the visual material they have examined. b. Selects visual reading materials.	Media and Information Literacy, Learning and Creativity
19	60-72 months	TAOB.2	Can derive meaning from visual materials	a. Establishes connections between visual materials and prior knowledge. b. Makes predictions about the text based on the visuals. c. Makes inferences using information found in visual reading materials.	Media and Information Literacy, Learning and Creativity

				ç. Identifies similarities and differences by comparing visual materials. d. Classifies visual materials according to their various characteristics. e. Expresses positive and negative opinions about visual materials.	
20	60-72 months	TAOB.3	Can analyse visual materials such as picture story books, digital tools, posters, and brochures.	a. Identifies the parts of events depicted in visual materials. b. Identifies the relationship between the parts of events in visual reading materials.	Media and Information Literacy, Learning and Creativity
21	60-72 months	TAOB.4	Can reflect opinions on visual materials such as picture story books, digital tools, posters, and brochures.	a. Expresses their views on the visual reading process and reading environment.	Media and Information Literacy, Learning and Creativity
22	60-72 months	SAB.6	Can interpret what they have heard/watched from sources related to an event/topic/situation that occurred in the past or present in their immediate environment using their own words.	a. Expresses the object/situation/event they are curious about from the visual/auditory elements in the source. b. Describes the information obtained from the visual/auditory sources they have examined in their own words without changing the context.	Media and Information Literacy, Learning and Creativity
23	60–72 months	SAB.19	Can prepare geographical tables, graphs, figures, and diagrams	a. Creates tables, graphs, and shapes using objects and visuals. b. Presents the tables, graphs, and shapes created using objects and visuals.	Media and Information Literacy, Learning and Creativity
24	60-72 months	SNAB.3	Can appreciate works of art and artists	c. Visits digital environments and spaces where traditional and universal works of art are displayed. ç. Examines traditional and universal works of art displayed in digital or real art environments.	Learning and Creativity
25	36-72 months	OB2.1	Can access and recognise digital information	OB2. 2. SB1. Knowing the ways to access digital information	Media and Information Literacy, Learning and Creativity
26	36-72 months	OB2.2	Can understand digital communication	OB2. 2. SB1. Recognising communication tools in a digital environment OB2. 2. SB2. Recognising the functions of digital tools in everyday life OB2. 2. SB3. Recognising the importance of using digital communication tools for an age-appropriate amount of time	e-Presence and Communications, Media and Information Literacy, Health and Well-being

2. Primary School Turkish Language Curriculum (Grades 1, 2, 3 and 4)

Grade	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	1	T.D.1.1. T.D.1.3. T.K.1.1. T.K.1.2. T.K.1.3. T.O.1.1. T.O.1.2. T.D.1.1. T.D.1.3. T.K.1.1. T.K.1.2. T.K.1.3. T.O.1.1. T.O.1.2.	Can manage listening/observation Can analyse what they hear/watch Can manage conversations Can create content in conversations Can apply conversation rules Can manage the reading process Can make sense of what they read Can manage listening/viewing Can analyse what they hear/watch Can manage conversations Can form content in their conversations Can follow the rules of conversation Can manage the reading process Can make sense of what they read	c) Listens in accordance with listening rules. c) Identifies the topic of the text they have listened to/watched. b) Makes eye contact with listeners during the conversation. c) Talks about themselves and their family. ç) Uses prior knowledge when expressing what they have heard/watched. h) Talks about a topic of their choice related to their area of interest. ı) Uses visuals to support their conversations. b) Adjusts the pace of their speech. d) Uses words appropriately and in context in his/her conversations. e) Examines the title and visuals of the text they will read. f) Reads aloud and silently according to the rules. g) Reads aloud clearly and at an appropriate pace. h) Reads paying attention to punctuation marks. b) Establishes connections between the information in the text and their prior knowledge. c) Predicts the subject of the text based on its title and images. c) Listens in accordance with the rules of listening. c) Identifies the topic of the text they have listened to/watched. b) Maintains eye contact with listeners during a conversation. c) Engages in conversations about themselves and their family. ç) Uses prior knowledge when expressing what they have heard/watched. h) Speaks about a topic of their choice related to their area of interest. ı) Uses visuals to support their speech. b) Adjusts their speaking pace during conversations. d) Uses words appropriately and in context in their speech. e) Examines the title and visuals of the text to be read. f) Reads aloud and silently according to the rules. g) Reads aloud clearly and at an appropriate pace. h) Reads paying attention to punctuation marks. b) Establishes connections between the information in the text and their prior knowledge.	Media and Information Literacy, Learning and Creativity

				c) Predicts the subject of the text based on its title and images. *"During listening/viewing and reading, the meanings of words whose meanings they do not know are found using online or printed resources (illustrated dictionaries, dictionaries, word maps, word cards, and similar tools) (KB2.6). Digital literacy is supported during the online research process".*	
2	1	T.D.1.1. T.D.1.2. T.D.1.3. T.K.1.1. T.K.1.2. T.K.1.3. T.O.1.1. T.O.1.2. T.O.1.3. T.Y.1.1. T.Y.1.2. T.Y.1.3.	Can manage listening/viewing Can make sense of what they have listened to/watched Can analyse what they hear/watch Can manage conversations Can create content in conversations Can apply conversation rules Can manage the reading process Can make sense of what they read Can analyse what they read Can manage written expression skills Can create content in their writing Can apply writing rules	c) Listens in accordance with listening rules. ç) Begins speaking at an appropriate time to participate in the conversation while listening. f) Makes predictions about the outcome of events they hear or see. ğ) Classifies the objects in what they hear/watch according to their physical characteristics. c) Identifies the topic of the text they have listened to or watched. b) Maintains eye contact with listeners during conversation. c) Begins speaking at the appropriate time during communication. ç) Uses prior knowledge when expressing what they have heard/watched. d) Makes predictions about the text they will listen to or watch based on visuals. d) Uses words appropriately and in accordance with their meaning in their speech. e) Examines the title and images of the text to be read. f) Reads aloud and silently according to the rules. g)Reads aloud clearly and at an appropriate pace. ğ) Reads a text selected from a series of short texts. h) Reads with attention to punctuation marks. b) Establishes connections between the information in the text they read and their prior knowledge. c) Makes predictions about the subject of the text based on its title and visuals. ç) Follows the instructions in the text they read. a) Identifies the subject of the text they read. c) Writes syllables, words and sentences. ç) Writes short texts. e) Writes the words and sentences that are spoken. b) Completes the missing parts in words and sentences by writing them based on prior knowledge. f) Uses visuals to enrich their written expression. a) Writes meaningful and grammatically correct sentences. ç) Leaves appropriate spaces between letters, words and sentences.	Media and Information Literacy, Learning and Creativity

				e) Writes down the meaning of words they do not know by looking them up in online or printed sources. f) Uses words appropriately and in accordance with their meaning in their writing. *"The meanings of words with unknown meanings identified during listening/viewing and reading are found from online or printed sources (illustrated dictionaries, dictionaries, word maps, word cards and similar tools) (KB1, KB2.6). Digital and information literacy are supported during the online research process".*	
3	1	T.D.1.1. T.D.1.2 T.D.1.3. T.D.1.4. T.K.1.1. T.K.1.2. T.K.1.3. T.K.1.4. T.O.1.1. T.O.1.2. T.O.1.3. T.O.1.4. T.O.1.5. T.Y.1.1. T.Y.1.2 T.Y.1.3. T.Y.1.4.	Can manage listening/viewing Can form meaning from what they have heard/watched Can analyse what they have heard/watched Can evaluate the listening/viewing process Can manage conversations Can create content in conversations Can apply conversation rules Can evaluate the conversation process Can manage the reading process Can form meaning from what is read Can analyse what they read Can review situations that affect the reading process Can evaluate the reading process Can manage written expression skills Can create content in one's writing Can apply writing rules Can evaluate the writing process	b) Selects what to listen to/watch according to their purpose. c) Listens in accordance with listening rules. c) Begins speaking at an appropriate time to participate in the conversation while listening. c) Makes predictions about the text they will listen to/watch based on the visual(s). ç) Draws conclusions by comparing what they hear with their life experiences and prior knowledge. e) Makes predictions about the events preceding those heard/watched. f) Makes predictions about the events that occur after what they hear/watch. g) Compares the messages in what they hear/watch with their prior knowledge in terms of accuracy and reality. ğ) Classifies the objects in what they hear/watch according to their physical characteristics. c) Identifies the topic of the text they hear/watch. ç) Identifies similarities in the messages in what they hear/watch. d) Identifies the relationship between the speech and visuals in what they hear/watch. a) Identifies mistakes made during the listening/viewing process. b) Corrects the errors identified in their listening/watching. c) Carries over appropriate behaviours from their listening/watching to subsequent listening sessions. a) Determines the style of speech according to the nature of the subject. c) Begins speaking at the appropriate time during communication. ç) Uses expressions related to greetings and addressing others in their conversations. e) Compares objects mentioned in conversations based on their physical characteristics. f) Classifies objects in their conversations based on their physical characteristics. ğ) Makes suggestions regarding topics they do not agree with in verbal communication.	Media and Information Literacy, Learning and Creativity

				i) Speaks with consideration for what to convey to the audience. j) Incorporates metaphors into their speech. e) Supports their speech with facial expressions. f) Uses body language to support their speech. a) Notices mistakes in their speech. b) Corrects the mistakes they notice in their speech. c) Carries over the positive behaviours from their speech to their subsequent speeches. e) Examines the title and images of the text they will read. f) Reads aloud and silently according to the rules. g) Reads aloud clearly and at an appropriate pace. ğ) Reads the text they have selected from a series of short texts. h) Reads paying attention to punctuation marks. a) Uses prior knowledge while reading a text. c) Makes predictions about the topic of the text based on its title and images. ç) Follows the instructions in the text they are reading. a) Identifies the topic of the text they are reading. a) Describes the physical characteristics of the environment in which they are reading. a) Identifies mistakes made during the reading process. b) Corrects the mistakes they have identified during the reading process. c) Carries over their positive behaviours during the reading process to their subsequent readings. c) Writes syllables, words and sentences. ç) Writes short texts. e) Writes spoken words and sentences. f) Begins writing with greetings and salutations. b) Completes missing parts in words and sentences by writing based on prior knowledge. c) Continues their writing based on the messages of the other person. ç) Compares objects mentioned in their writing based on their physical characteristics. d) Classifies objects in their writing according to their physical characteristics. f) Uses visuals to enrich their written expression. ğ) Carries out writing exercises considering what to write to their audience. h) Uses metaphors in their writing. a) Writes meaningful and grammatically correct sentences. d) Uses capital letters appropriately. e) Writes down the meaning of words they do not know by looking them up in online or printed sources.	

				f) Uses words appropriately and in accordance with their meaning in their writing. g) Expresses messages clearly and understandably in correspondence. i) Leaves appropriate spaces between letters, words, and lines in their writing. j) Writes the interrogative particle (mı, mi) according to the rules. k) Uses punctuation marks (full stop, hyphen, question mark, comma, exclamation mark) correctly in their writing. a) Identifies errors in their writing. b) Corrects the mistakes they notice in their writings. c) Carries over the appropriate behaviours in their writings to subsequent writings. *"The meanings of words with unknown meanings identified during listening/viewing and reading are found from online or printed sources (illustrated dictionary, dictionary, word maps, word cards and similar tools) (KB1, KB2.6). Digital literacy and information literacy skills are supported during the online research process (OB1, OB2)".*	
4	1	T.D.1.1. T.D.1.2. T.D.1.3. T.D.1.4. T.K.1.1. T.K.1.2 T.K.1.3 T.K.1.4. T.O.1.1. T.O.1.2. T.O.1.3. T.O.1.4 T.O.1.5. T.Y.1.1. T.Y.1.2. T.Y.1.3. T.Y.1.4.	Can manage listening/viewing Can form meaning from what they have listened to/watched Can analyse what they have listened to/watched Can evaluate the listening/viewing process Can manage their conversations Can create content in conversations Can apply conversation rules Can evaluate the speaking process Can manage the reading process Can make sense of what they read Can analyse what they read Can review the factors that influence the reading process Can evaluate the reading process	b) Selects what to listen to/watch according to the purpose. c) Listens in accordance with listening rules. ç) Begins speaking at an appropriate time to participate in the conversation while listening. c) Makes predictions about the text they will listen to/watch based on the visual(s). ç) Draws conclusions by comparing what they hear with their life experiences and prior knowledge. e) Makes predictions about the events preceding those heard/watched. f) Makes predictions about the events that occur after what they hear/watch. g) Compares the messages in what they hear/watch with their prior knowledge in terms of accuracy and reality. ğ) Classifies the objects in what they hear/watch according to their physical characteristics. c) Identifies the topic of the text they hear/watch. ç) Identifies similarities between messages in different texts they hear/watch. d) Identifies the relationship between the speech and visuals in what they hear/watch. a) Identifies mistakes made during the listening/viewing process. b) Corrects the errors noticed in their listening/watching. c) Carries over the appropriate behaviours in their listening/viewing to subsequent listening sessions.	Media and Information Literacy, Learning and Creativity

			Can manage written expression skills Can create content in their writing Can apply writing rules Can evaluate the writing process	a) Determines the style of speech according to the nature of the subject. c) Begins speaking at the appropriate time during communication. ç) Uses expressions related to greetings and addressing others in conversations. e) Compares objects mentioned in conversations based on their physical characteristics. f) Classifies objects in their conversations based on their physical characteristics. ğ) Makes suggestions regarding topics they do not agree with in verbal communication. i) Speaks with consideration for what they will tell their listeners. j) Uses metaphors in their speeches. e) Supports their speeches with facial expressions. f) Uses body language to support their speeches. a) Notices mistakes in their speech. b) Corrects the mistakes they notice in their speech. c) Carries over the positive behaviours in their speech to their subsequent speeches. e) Examines the title and images of the text they will read. f) Reads aloud and silently according to the rules. g) Reads aloud clearly and at an appropriate pace. h) Reads paying attention to punctuation marks. a) Uses prior knowledge while reading the text. c) Makes predictions about the topic of the text based on its title and images. c) Follows the instructions in the text they read. a) Identifies the topic of the text they read. a) Describes the physical characteristics of the environment they read in. a) Identifies mistakes made during the reading process. b) Corrects the mistakes they have noticed during the reading process. c) Carries over positive behaviours from the reading process to subsequent readings. c) Writes syllables, words, and sentences. ç) Writes short texts. e) Writes the words and sentences that are spoken. f) Begins their writing with greetings and salutations. b) Completes missing parts in words and sentences by writing based on prior knowledge. c) Continues their writing based on the messages of the other person. ç) Compares objects mentioned in their writing based on their physical characteristics.	

				d) Classifies objects in their writing according to their physical characteristics. f) Uses visuals to enrich their written expression. ğ) Carries out writing exercises considering what to write to the recipient. h) Uses similes in their writing. e) Writes down the meaning of words they do not know by looking them up in online or printed sources. f) Uses words appropriately and in accordance with their meaning in their writing. g) Expresses messages clearly and understandably in correspondence. ğ) Uses meaningful and grammatically correct sentences in their writing. i) Leaves appropriate spaces between letters, words, and lines in their writing. j) Writes the interrogative particle (mı, mi) according to the rules. k) Uses punctuation marks (full stop, hyphen, question mark, comma, exclamation mark) correctly in their writing. a) Finds mistakes in their writings. b) Corrects the mistakes they have noticed in their writing. c) Carries over the appropriate behaviours in their writing to subsequent pieces. *"The meanings of words with unknown meanings identified during listening/viewing and reading are found from online or printed sources (illustrated dictionary, dictionary, word maps, word cards and similar tools) (KB1, KB2.6). Digital and information literacy are supported during the online research process (OB1, OB2)".*	
5	2	T.D.2.1. T.D.2.2. T.D.2.3. T.K.2.1. T.K.2.2. T.K.2.3. T.O.2.1. T.O.2.2. T.O.2.3. T.Y.2.1. T.Y.2.2. T.Y.2.3.	Can manage listening/viewing Can make sense of what they have listened to/watched Can analyse what they hear/watch Can manage conversations Can create content in conversations Can apply conversation rules Can manage the reading process Can make sense of what they read Can analyse what they read Can manage written expression skills	a) Selects what to listen to/watch according to purpose and interest. b) Listens in accordance with listening rules. c) Begins speaking at an appropriate time to participate in the conversation. b) Predicts the topic of the text they will listen to/watch based on the visuals. c) Makes predictions about the events that occurred before the ones they hear/watch. c) Makes predictions about the events that occur after the events they hear/watch. a) Identifies the events in the text they are listening to/watching. b) Finds the subject of the text they are listening to/watching. ç) Maintains eye contact with listeners during the conversation. d) Begins speaking at the appropriate time during communication. a) Uses prior knowledge when expressing what they have heard/watched. e) Describes the events in a text they have listened to/watched or read in the order they occurred, using their own words.	Media and Information Literacy, Learning and Creativity

			Can create content in their writing Can apply writing rules	h) Uses visuals to support their speeches. a) Adjusts the pace of their speech. c) Pays attention to emphasis and intonation in their speech. ç) Uses words appropriately and in accordance with their meaning in their speech. e) Uses meaningful and grammatically correct sentences in their speech. a) Examines the title and visuals of the text to be read. c) Reads aloud and silently according to the rules. ç) Reads paying attention to punctuation marks. a) Establishes connections between the information in the text they read and their prior knowledge. b) Makes predictions about the topic of the text based on its title and images. c) Based on the title and images of the text, makes predictions about the information/events mentioned in the text. a) Explains the characters, events and information in the text they have read. b) Identifies the topic of the text they have read. a) Performs a given writing task after preparing for it. a) Writes sentences left incomplete in a text using prior knowledge. c) Writes down their guesses about the meaning of a word using the context. b) Writes a text that has been left incomplete based on prior knowledge. f) Uses words appropriately in their writing. g) Writes about the events in a text they have listened to/watched or read in the order they occurred, using their own words. ğ) Writes simple instructions. b) Writes down the meaning of words they do not know by looking them up in online or printed sources. c) Uses words appropriately in their writing. g) Uses the writing space appropriately in their writing (aligning the text on the page, paragraph breaks, words that do not fit at the end of a line, etc.). ğ) Uses punctuation marks (full stop, hyphen, comma, colon, exclamation mark, quotation mark, question mark, dash) correctly in their writing. *"During listening/viewing and reading, students are encouraged to guess the meaning of unfamiliar words based on the context in which they appear in the text and to write down their guesses. Subsequently, they are asked to find this guess from online or printed sources (illustrated dictionary, dictionary, word maps, word cards and similar tools) (KB1, KB2.6). This process can be evaluated using an observation form.* *Digital and information literacy are supported during the online research process*	

				(OB1, OB2)".	
6	2	T.D.2.1. T.D.2.2. T.D.2.3. T.K.2.1. T.K.2.2. T.K.2.3. T.O.2.1. T.O.2.2. T.O.2.3. T.Y.2.1. T.Y.2.2. T.Y.2.3.	Can manage listening/viewing Can make sense of what they hear/watch Can analyse what they hear/watch Can manage their conversations Can create content in their conversations Can apply conversation rules Can manage the reading process Can make sense of what they read Can analyse what they read Can manage written expression skills Can create content in their writing Can apply writing rules	b) Listens in accordance with listening rules. c) Begins speaking at an appropriate time to participate in the conversation while listening. a) Makes inferences by comparing what they hear with their life experiences and prior knowledge. b) Predicts the subject of the text they will listen to/watch based on visuals. e) Compares the messages in what they hear/watch with their prior knowledge in terms of accuracy and truthfulness. ğ) Expresses their thoughts about what they hear/watch. b) Identifies the topic of the text they are listening to/watching. ç) Maintains eye contact with listeners during the conversation. d) Begins speaking at the appropriate time during communication. e) Uses expressions related to greetings and addressing others in conversations. b) Makes predictions about the sequence of events based on visuals. c) Explains the similarities and differences between the characters in the texts they listen to/watch or read. a) Adjusts their speaking pace in conversations. c) Pays attention to emphasis and intonation in their conversations. ç) Uses words appropriately and in accordance with their meaning in their conversations. e) Uses meaningful and grammatically correct sentences in their conversations. a) Examines the title and images of the text they will read. c) Reads aloud and silently according to the rules. ç) Reads paying attention to punctuation marks. a) Makes connections between the information in the text they are reading and their prior knowledge. b) Makes predictions about the subject of the text based on its title and images. c) Makes predictions about the information/events in the text based on its title and images. d) Compares the messages in the text they read with their prior knowledge. f) Identifies antonyms in the text they read. b) Identifies the subject of the text they are reading. a) Performs a given writing task after preparing for it. c) Writes their guesses about the meaning of a word using context. ç) Completes an incomplete text by writing according to their guesses. f) Uses words appropriately in their writing. l) Includes examples in their writing.	Media and Information Literacy, Learning and Creativity

				m) Identifies the cause-and-effect relationship in the text they have listened to, watched, or read. b) Writes down the meaning of words they do not know by looking them up in online or printed sources. c) Uses words appropriately in their writing. f) Writes capital letters according to the rules. ğ) Uses punctuation marks (full stop, hyphen, comma, colon, exclamation mark, quotation mark, question mark, dash) correctly in their writing. *"During listening/viewing and reading, students are encouraged to guess the meaning of unfamiliar words based on the context in which they appear in the text and to write down their guesses. They then look up these guesses in online or printed resources (illustrated dictionaries, dictionaries, word maps, word cards and similar tools) (KB1, KB2.6). Digital and information literacy are supported during the online research process (OB1, OB2)".*	
7	2	T.D.2.1. T.D.2.2. T.D.2.3. T.K.2.1. T.K.2.2. T.K.2.3. T.K.2.5. T.O.2.1. T.O.2.2. T.O.2.3. T.Y.2.1. T.Y.2.2. T.Y.2.3.	Can manage listening/viewing Can form meaning from what is heard/watched Can analyse what they have listened to/watched Can manage their conversations Can create content in their conversations Can apply conversational rules Can evaluate the speaking process Can manage the reading process Can make sense of what they read Can analyse what they have read Can manage written expression skills Can create content in their writing Can apply writing rules	b) Listens in accordance with listening rules. c) Begins speaking at the appropriate time to participate in the conversation while listening. b) Predicts the topic of the text they will listen to/watch based on visuals. g) Classifies different objects and characters in what they hear/watch according to their characteristics. b) Identifies the topic of the text they are listening to/watching. c) Determines what to say according to the purpose of the conversation. ç) Maintains eye contact with listeners during the conversation. d) Begins speaking at the appropriate time during communication. c) Describes characters or objects by classifying them according to their similar characteristics based on the images provided. ğ) Explains the cause-and-effect relationship in the text they have listened to/watched or read. a) Adjusts their speaking speed in conversations. c) Pays attention to emphasis and intonation in their speech. ç) Uses words appropriately and in accordance with their meaning in their speech. e) Uses meaningful and grammatically correct sentences in their speech. a) Corrects mistakes they notice in their speech. c) Carries over positive behaviours from their speech into subsequent speeches. a) Examines the title and images of the text they will read. c) Reads aloud and silently according to the rules. ç) Reads paying attention to punctuation marks. b) Predicts the subject of the text based on its title and images.	Media and Information Literacy, Learning and Creativity

				c) Predicts the information/events mentioned in the text based on its title and images. e) Classifies the objects and people in the text they read according to their characteristics. g) Expresses whether they agree or disagree with the messages in the text they read. b) Identifies the topic of the text they have read. a) Performs a given writing task after preparing for it. c) Writes down their guesses about the meaning of a word using the context. f) Uses words appropriately in their writing. i) Uses visuals to support their written expression. k) Uses metaphors in their writing. b) Writes down the meaning of words they do not know by looking them up in online or printed sources. c) Uses words appropriately in their writing. ç) Expresses their messages clearly and understandably in multiple sentences in their correspondence. d) Writes the interrogative particle (mı, mi) according to the rule. *"During listening/viewing and reading, they are encouraged to find and write down their guesses about the meanings of words they do not know from the context in which they appear in the text (KB2.6). They are asked to verify these guesses using online or printed resources (illustrated dictionaries, dictionaries, word maps, word cards and similar tools). Digital and information literacy are supported during the online research process (OB1, OB2)".*	
8	2	T.D.2.1. T.D.2.2. T.D.2.3. T.D.2.4. T.D.2.5. T.K.2.1. T.K.2.2. T.K.2.3. T.O.2.1. T.O.2.2. T.O.2.3. T.O.2.4. T.Y.2.1.	Can manage listening/viewing Can make sense of what they have listened to/watched Can analyse what they hear/watch Can review the circumstances that affect the listening/viewing process Can evaluate the listening/viewing process Can manage conversations Can create content in conversations Can apply conversation rules	b) Listens in accordance with listening rules. c) Begins speaking at an appropriate time to participate in the conversation during listening. b) Predicts the topic of the text they will listen to/watch based on visuals. f) Compares the information in the text they are listening to/watching in terms of accuracy and truthfulness. b) Identifies the topic of the text they are listening to/watching. a) Reviews the suitability of the environment in which they will listen/watch. a) Identifies mistakes made during the listening/viewing process. b) Corrects the mistakes they have identified in their listening/viewing. ç) Makes eye contact with listeners during the conversation. d) Begins speaking at the appropriate time during communication. a) Uses prior knowledge when expressing what they have heard/watched. a) Adjusts their speaking pace in conversations.	Media and Information Literacy, Learning and Creativity

		T.Y.2.2. T.Y.2.3. T.Y.2.5.	Can manage the reading process Can make sense of what is read Can analyse what they read Can review situations that affect the reading process Can manage written expression skills Can create content in their writing Can apply writing rules Can evaluate the writing process	c) Pays attention to emphasis and intonation in their speech. ç) Uses words appropriately and in accordance with their meaning in their speech. d) Expresses their thoughts about an event encountered in daily life in clear and understandable sentences. e) Uses meaningful and grammatically correct sentences in their speech. g) Supports their speech with gestures and facial expressions. ğ) Uses body language to support their speech. h) Uses body language appropriately during speaking. a) Reviews the title and images of the text to be read. c) Reads aloud and silently according to the rules. ç) Reads paying attention to punctuation marks. b) Makes predictions about the subject of the text based on its title and images. c) Makes predictions about the information/events in the text based on the title and images of the text. b) Identifies the subject of the text they are reading. ç) Determines the relationship between the content and visuals (such as tables, graphs, brochures) in the text they are reading. b) Reads taking into account the physical characteristics of the environment in which they will be reading. a) Performs a given writing task after preparing for it. f) Uses words appropriately in their writing. b) Writes down the meaning of words they do not know by looking them up in online or printed sources. c) Uses words appropriately in their writing. e) Writes abbreviations according to the rules. a) Identifies errors in their writing. b) Corrects the errors they have noticed in their writing. c) Carries over appropriate behaviours from their writing to subsequent pieces. *"During listening/viewing and reading, students are encouraged to guess the meaning of unfamiliar words based on the context in which they appear in the text and to write down their guesses (KB2.6). They are asked to verify these guesses using online or printed resources (illustrated dictionaries, dictionaries, word maps, word cards and similar tools). Digital and information literacy are supported during the online research process (OB1, OB2)".*	
9	2	T.D.2.1. T.D.2.2.	Can manage listening/viewing Can make sense of what is heard	b) Listens in accordance with listening rules. c) Begins speaking at the appropriate time to participate in the conversation.	Media and Information Literacy, Learning and Creativity

		T.D.2.3. T.K.2.1. T.K.2.2. T.K.2.3. T.O.2.1. T.O.2.2. T.O.2.3. T.Y.2.1. T.Y.2.2. T.Y.2.3. T.Y.2.4.	Can analyse what they hear/watch Can manage conversations Can create content in conversations Can apply conversation rules Can manage the reading process Can make sense of what they read Can analyse what they read Can manage their written expression skills Can create content in their writing Can apply writing rules Can review situations that affect the writing process	b) Predicts the subject of the text they will listen to/watch based on visuals. a) Identifies the events in the text they have listened to/watched. b) Finds the topic of the text they listen to/watch. c) Identifies similarities and differences between messages in different texts they have listened to/watched. ç) Maintains eye contact with listeners during conversation. d) Begins speaking at the appropriate time during communication. f) Prepares a speaking plan on a specified topic. a) Uses prior knowledge when expressing what they have heard/watched. a) Adjusts their speaking pace during conversations. b) Speaks according to the plan they have prepared, taking into account the audience and the nature of the topic. c) Pays attention to emphasis and intonation in their speech. ç) Uses words appropriately and in accordance with their meaning in their speeches. e) Uses meaningful and grammatically correct sentences in their speech. h) Uses body language appropriately during speaking. a) Examines the title and images of the text they will read. b) Selects the text to be read according to their area of interest. c) Reads aloud and silently according to the rules. c) Reads with attention to punctuation marks. b) Makes predictions about the subject of the text based on its title and images. c) Makes predictions about the information/events in the text based on the title and images. b) Identifies the subject of the text they have read. c) Identifies the similarities and/or differences between the messages in the text they read. a) Performs a given writing task after preparing for it. b) Performs a given writing task according to the type of writing they have determined. c) Begins correspondence with greetings and salutations. c) Concludes correspondence using appropriate expressions. f) Uses words appropriately in their writing. g) Writes about the events in a text they have listened to, watched or read in the order they occurred, using their own words. b) Writes down the meaning of words they do not know by looking them up in online or printed sources. c) Uses words appropriately in their writing.	

				ğ) Uses punctuation marks (full stop, hyphen, comma, colon, exclamation mark, quotation mark, question mark, dash) correctly in their writing. a) Reviews the suitability of the environment in which they will write. *"During listening/viewing and reading, they are encouraged to find and write down the meaning of unfamiliar words based on the context in which they appear in the text (KB2.6). They are asked to verify this guess using online or printed resources (illustrated dictionaries, dictionaries, word maps, word cards and similar tools). Digital and information literacy are supported during the online research process (OB1, OB2)".* *"Writing activities such as emails, letters, and instant messages related to the text's subject are conducted".*	
10	2	T.D.2.1. T.D.2.2. T.D.2.3. T.K.2.1 T.K.2.2. T.K.2.3. T.K.2.4. T.O.2.1. T.O.2.2. T.O.2.3 T.Y.2.1. T.Y.2.2. T.Y.2.3.	Can manage listening/viewing Cam make sense of what they have listened to/watched Can analyse what they hear/watch Can manage conversations Can create content in conversations Can apply conversation rules Can review situations that affect the conversation process Can manage the reading process Can make sense of what they read Can analyse what they read Cam manage their written expression skills Can create content in their writing Can apply writing rules	b) Listens in accordance with listening rules. c) Begins speaking at the appropriate time to participate in the conversation while listening. b) Predicts the topic of the text they will listen to/watch based on visuals. c) Makes predictions about the events preceding what they hear/watch. c) Makes predictions about the events that will follow what they hear/watch. b) Identifies the topic of the text they are listening to/watching. c) Identifies the relationship between the speech and visuals in what they hear/watch. c) Maintains eye contact with listeners during the speech. d) Begins speaking at the appropriate time during communication. d) Uses antonyms in their speech. a) Adjusts the pace of speech during conversations. c) Pays attention to emphasis and intonation in their speech. ç) Uses words appropriately and in accordance with their meaning in their speech. e) Uses meaningful and grammatically correct sentences in their speech. f) Uses conjunctions (with, and, but, because) correctly in his/her speech. a) Reviews the suitability of the environment in which they will speak. a) Reviews the title and visuals of the text to be read. c) Reads aloud and silently according to the rules. c) Reads with attention to punctuation marks. b) Makes predictions about the subject of the text based on its title and images. c) Makes predictions about the information/events mentioned in the text based on the title and images of the text.	Media and Information Literacy, Learning and Creativity

				c) Uses the data in the text they read to make appropriate inferences about the content. b) Identifies the topic of the text they have read. a) Performs a given writing task after preparing for it. d) Compares people and objects in their writing based on similarities and/or differences. e) Writes by classifying characters or objects according to their similar characteristics based on the given images. f) Uses words appropriately in their writing. b) Writes down the meaning of words they do not know by looking them up in online or printed sources. c) Uses words appropriately in their writing. *"The meanings of words whose meanings are unknown, identified during listening/viewing and reading, are found from online or printed sources (illustrated dictionaries, dictionaries, word maps, word cards and similar tools) (KB1, KB2.6). Digital and information literacy are supported during the online research process (OB1, OB2)".*	
11	2	T.D.2.1. T.D.2.2. T.D.2.3. T.K.2.1. T.K.2.2. T.K.2.3. T.O.2.1. T.O.2.2. T.O.2.3. T.O.2.5. T.Y.2.1. T.Y.2.2. T.Y.2.3.	Can manage listening/viewing Can make sense of what is heard/watched Can analyses what they have listened to/watched Can manage their conversations Can create content in their conversations Can apply conversation rules Can manage the reading process Can make sense of what they read Can analyse what they read Can evaluate the reading process Can manage written expression skills Can create content in their writing Can apply writing rules	b) Listens in accordance with listening rules. c) Begins speaking at an appropriate time to participate in the conversation. b) Predicts the topic of the text they will listen to/watch based on the visuals. d) Draws conclusions from what they hear/watch that are relevant to their interests. e) Compares the messages in what they hear/watch with their prior knowledge in terms of accuracy and truthfulness. b) Identifies the topic of the text they are listening to/watching. a) Determines the style of speech according to the nature of the topic. ç) Maintains eye contact with listeners during the conversation. d) Begins speaking at the appropriate time during communication. f) Expresses whether they agree or disagree with the views in an event they have listened to/watched or a text they have read, stating their reasons. g) Incorporates metaphors into their speech. a) Adjusts the pace of speech in conversations. c) Pays attention to emphasis and intonation in their speech. c) Uses words appropriately and in accordance with their meaning in their speech. e) Uses meaningful and grammatically correct sentences in their speech. a) Examines the title and images of the text to be read. c) Reads aloud and silently according to the rules. ç) Reads with attention to punctuation marks. b) Predicts the subject of the text based on its title and images.	Media and Information Literacy, Learning and Creativity

				c) Makes predictions about the information/events mentioned in the text based on its title and images. b) Identifies the topic of the text they have read. a) Identifies their mistakes during the reading process. b) Corrects the mistakes they have noticed during the reading process. c) Carries over positive behaviours from the reading process to subsequent readings. a) Performs a given writing task after preparing for it. ğ) Writes simple instructions. h) Writes whether they agree or disagree with the views expressed in a text they have listened to/watched or read, giving reasons. b) Writes down the meaning of words they do not know by looking them up in online or printed sources. c) Uses words appropriately in their writing. *"The meanings of words whose meaning is unknown, identified during listening/viewing and reading, are found from online or printed sources (illustrated dictionary, dictionary, word map, word cards and similar tools) (KB1, KB2.6). Digital and information literacy are supported during the online research process (OB1, OB2)".*	
12	2	T.Y.2.2.	Can create content in their writing	f) Uses words appropriately in their writing. ı) Expresses requests and suggestions in writing (congratulations, letters and instant messages). j) Presents their emails, letters, and instant messages, supported by visuals.	e-Presence and Communications, Media and Information Literacy
13	2	T.D.2.1. T.D.2.2. T.D.2.3. T.D.2.5. T.K.2.1. T.K.2.2. T.K.2.3. T.K.2.5. T.O.2.1. T.O.2.2. T.O.2.3. T.O.2.4. T.O.2.5.	Can manage listening/viewing Can make sense of what they have listened to/watched Can analyse what they have listened to/watched Can evaluate the listening/viewing process Can manage conversations Can create content in their conversations Can apply conversation rules Can evaluate the conversation process	b) Listens in accordance with listening rules. c) Begins speaking at an appropriate time during listening to participate in the conversation. b) Predicts the subject of the text they will listen to/watch based on the visuals. g) Classifies the different objects and characters in what they hear/watch according to their characteristics. b) Identifies the topic of the text they are listening to/watching. a) Identifies mistakes made during the listening/viewing process. b) Corrects the mistakes they have identified in their listening/viewing. c) Carries over the appropriate behaviours from their listening/viewing to subsequent listening sessions. b) Determines their speech according to the type of conversation. ç) Maintains eye contact with listeners during the conversation. d) Begins speaking at the appropriate time during communication.	e-Presence and Communications, Media and Information Literacy, Learning and Creativity

		T.Y.2.1. T.Y.2.2. T.Y.2.3.	Can manage the reading process Can make sense of what is read Can analyse what they read Can review situations that affect the reading process Can evaluate the reading process Can manage written expression skills Can create content in their writing Can apply writing rules	a) Uses prior knowledge when expressing what they have heard/watched. a) Adjusts their speaking pace in conversations. c) Pays attention to emphasis and intonation in their speech. ç) Uses words appropriately and according to their meaning in their speech. e) Uses meaningful and grammatically correct sentences in their speech. a) Corrects mistakes they notice in their speech. b) Recognises positive behaviours in their speech. c) Carries over positive behaviours in their speech to subsequent conversations. a) Examines the title and images of the text to be read. c) Reads aloud and silently according to the rules. ç) Reads paying attention to punctuation marks. b) Predicts the topic of the text based on its title and images. c) Predicts the information/events mentioned in the text based on its title and images. b) Identifies the subject of the text they have read. a) Explains the effect of the reading environment on their reading. c) Carries over positive behaviours from the reading process to subsequent readings. a) Performs a given writing task after preparing for it. d) Prepares a writing plan on a specified topic. f) Uses words appropriately in their writing. ı) Expresses their requests and suggestions in writing (congratulations, letters, and instant messages). j) Presents their emails, letters, and instant messages, supported by visuals. a) Writes according to the plan prepared in accordance with the target audience and the nature of the subject. b) Writes down the meaning of words they do not know by looking them up in online or printed sources. c) Uses words appropriately in their writing. *“The meanings of words whose meaning is unknown, identified while listening/watching and reading, are found from online or printed sources (illustrated dictionary, dictionary, word map, word cards and similar tools) (KB1, KB2.6). Digital and information literacy are supported during the online research process (OB1, OB2.)“.* *“Writing activities such as emails, letters, and instant messages related to the topic of the text are carried out (KB1). Depending on the target audience and the nature of the topic, a writing plan is required to be created (SDB1.2)“.*	

14	3	T.D.3.1. T.D.3.2. T.D.3.3. T.K.3.1. T.K.3.2. T.K.3.3. T.O.3.1. T.O.3.2. T.O.3.3. T.Y.3.1. T.Y.3.2. T.Y.3.3.	Can manage listening/viewing Can make sense of what they have listened to/watched Can analyse what they hear/watch Can manage conversations Can create content in conversations Can apply conversation rules Can manage the reading process Can make sense of what they read Can analyse what they read Can manage written expression skills Can create content in their writing Can apply writing rules	a) Selects what to listen to/watch according to their purpose and interests. c) Listens in accordance with listening rules. c) Begins speaking at the appropriate time to express their thoughts on the topic they have listened to. c) Establishes connections between the information heard/watched and prior knowledge. d) Makes inferences from what they hear/watch that are appropriate to their purpose and area of interest. b) Identifies the main idea/emotion in the text they are listening to/watching. c) Identifies the topic of the text they are listening to/watching. e) Explains the relationship between the discourse and visuals in what they hear/watch. a) Determines the style of speech according to the nature of the subject. ç) Maintains communication in a manner consistent with the rules of conversation (voice level, polite expressions, eye contact). d) Prepares a speech plan on a specified topic. ı) Uses metaphors in their speeches. k) Makes presentations on specific topics, taking into account the characteristics of the audience. a) Adjusts the loudness of voice according to the nature of the speech. b) Speaks according to the plan prepared based on the audience and the nature of the topic. c) Pays attention to emphasis and intonation in their speeches. c) Uses words appropriately and in accordance with their meaning in their speech. e) Expresses the messages in their speech using clear and understandable sentences. h) Supports their speech with gestures and facial expressions. ı) Uses body language appropriately during speaking. a) Reviews the title and images of the text to be read. b) Reads with attention to punctuation marks. a) Establishes connections between the information in the text they read and their prior knowledge. b) Makes predictions about the information/events in the text based on its title and images. d) Makes predictions about the subsequent information/events in the text based on the information and images provided in it. e) Makes inferences appropriate to the purpose of the text, using the information in the text they are reading. a) Explains the characters, events, information or emotions in the text they have read. b) Identifies the topic of the text they have read. c) Identifies the main idea/emotion in the text they read.	e-Presence and Communications, Media and Information Literacy, Learning and Creativity

				a) Performs an assigned writing task without preparation. b) Writes down their guesses about the meaning of a word using context. c) Writes down their conclusions about a text they have listened to/watched or read in a planned manner. j) Writes the source of the information they have obtained. k) Presents explanatory texts supported by visuals to the target audience. m) Uses digital tools to present their writing in a format suitable for the target audience. n) Incorporates metaphors and examples into their writing. b) Uses words appropriately and in accordance with their meaning in their writing. g) Uses punctuation marks (full stop, hyphen, comma, colon, exclamation mark, quotation mark, question mark, dash, dialogue dash, parentheses, ellipsis, slash) correctly in their writing. *They are required to prepare explanatory texts supported by visuals appropriate for the target audience to express their knowledge, feelings, and thoughts on a subject. During this process, they are required to use punctuation marks correctly and include metaphors and examples. Students are expected to present their texts, prepared in a style appropriate for the target audience, using digital tools. When preparing their texts, they are asked to add the sources of the information they use (books, magazines, encyclopaedias, online environments, etc.) at the end of their texts (KB1, KB2.6, OB2)".*	
15	3	T.Y.3.1. T.Y.3.2. T.Y.3.3.	Can manage written expression skills Can create content in their writing Can apply writing rules	a) Performs an assigned writing task without preparation. b) Performs an assigned writing task according to the specified text type. d) Uses appropriate expressions for initiating, maintaining, and concluding communication in online writing. b) Writes down their guesses about the meaning of a word using context. ı) Expresses requests, complaints and suggestions in writing (letters, petitions, congratulations, instant messages). b) Uses words appropriately and in accordance with their meaning in their writing. c) Uses common idioms and proverbs appropriately in their writing. ç) Expresses their messages clearly and comprehensibly in multiple sentences in their correspondence/online communication. g) Uses punctuation marks (full stop, hyphen, comma, colon, exclamation mark, quotation mark, question mark, dash, dialogue line, parentheses, ellipsis, slash) correctly in their writing. *Students should determine the type of writing (retelling, narration, information report, explanation, discussion, etc.) by considering the topic of the writing assignment given. The importance of using suitable words in sentences, styles and idioms appropriate to the chosen genre is emphasised.*	e-Presence and Communications, Media and Information Literacy, Learning and Creativity

				They are required to use punctuation marks correctly in their writing (KB1, KB3.1, D16, SDB2.1, E2.3, E1.5). When performing a writing task, they are expected to include common idioms and proverbs appropriate to the content of the text (KB2.13). *They are asked to research and recite proverbs that are frequently heard in daily life and express cultural context from digital or printed sources (OB2, OB5).*	
16	3	T.D.3.1. T.D.3.2. T.D.3.3. T.D.3.4. T.D.3.5. T.K.3.1. T.K.3.2. T.K.3.3. T.K.3.4. T.K.3.5. T.O.3.1. T.O.3.2. T.O.3.3. T.O.3.4. T.O.3.5. T.Y.3.1. T.Y.3.2. T.Y.3.3. T.Y.3.4.	Can manage listening/viewing Can make sense of what they hear/watch Can analyse what they have listened to/watched Can review situations that affect the listening/viewing process Can evaluate the listening/viewing process Can manage conversations Can create content in conversations Can apply conversation rules Can review situations that affect the conversation process Can evaluate the speaking process Can manage the reading process Can make sense of what they read Can analyse what they have read Can review the factors that influence the reading process Can evaluate the reading process Can manage written expression skills Can create content in their writing	c) Listens in accordance with listening rules. ç) Begins speaking at the appropriate time to express thoughts related to the topic being discussed. a) Predicts the topic of the text they will listen to/watch based on visuals. ç) Establishes connections between the information they hear/watch and their prior knowledge. b) Finds the main idea/emotion in the text they listen to/watch. c) Identifies the topic of the text they are listening to/watching. a) Reviews the suitability of the environment in which they will listen/watch. b) Explains the effect of the listening/viewing environment on their feelings, thoughts and behaviour during the listening process. b) States their reasons for choosing the type of content they will listen to/watch. a) Determines the style of speech according to the nature of the topic. c) Maintains communication in a manner consistent with the rules of conversation (volume, polite expressions, eye contact). b) Makes predictions about how a conversation they are listening to will conclude. a) Adjusts the loudness of voice according to the nature of the conversation. ç) Uses words appropriately and in accordance with their meaning in their conversations. a) Reviews the suitability of the environment in which they will speak. b) Explains how the speaking environment affects their feelings, thoughts, and behaviour during the conversation. b) Carries over positive behaviours from one conversation to subsequent ones. a) Reviews the title and visuals of the text to be read. b) Reads with attention to punctuation marks. a) Establishes connections between the information in the text they read and their prior knowledge. b) Makes predictions about the information/events in the text based on its title and images. j) Forms an opinion about the content of the text based on its title and images. a) Explains the characters, events, information or emotions in the text they read. b) Identifies the topic of the text they read.	e-Presence and Communications, Media and Information Literacy, Learning and Creativity

			Can apply writing rules Can review the circumstances that influence the writing process	c) Identifies the main idea/main emotion in the text they read. e) Identifies the relationship between punctuation marks and content in the text they read. a) b) Assesses the suitability of the environment in which they will read. Reads taking into account the physical characteristics of the environment in which they will read. ç) Carries over positive behaviours from the printed material reading process to the online reading process. a) Performs a given writing task without preparation. b) Writes down their guesses about the meaning of a word using context. ğ) Writes detailed instructions. a) Writes according to the plan prepared for the target audience and the nature of the subject. b) Uses words appropriately and in context in their writing. e) Writes words with enhancements correctly. g) Uses punctuation marks (full stop, hyphen, comma, colon, exclamation mark, quotation mark, question mark, dash, dialogue line, parentheses, ellipsis, slash) correctly in their writing. a) Checks the suitability of the environment in which they will write. b) Explains the effect of the writing environment on emotions, thoughts, and behaviours during the writing process. *"They are expected to determine the emotion and meaning that punctuation marks add to the text (KB2.10). They are expected to use positive reading behaviours when reading online sources and to correctly locate the information they are looking for in their online reading (KB2.6, KB2.15, OB2)".*	
17	3	T.Y.3.2.	Can create content in their writing	a) Expresses requests, complaints, and suggestions in writing (letter, petition, congratulation, instant message). o) Writes about the cause-and-effect relationship in the text they have listened to/watched or read. *"Students are encouraged to express their requests, complaints and suggestions using appropriate means of communication (letters, petitions, greeting cards, instant messages) (SDB2.1).* *They are asked to address their correspondence to a specific person/group.* *The importance of continuing correspondence in a manner appropriate to the content of the communication (asking about well-being, sharing feelings/information, etc.) is emphasised".*	Active Participation, e-Presence and Communications, Ethics and Empathy, Rights and Responsibilities
18	4	T.K.4.1. T.K.4.2. T.K.4.3.	Can manage conversations Can create content in conversations Can apply conversation rules	a) Determines the style of conversation according to the nature of the subject. c) Maintains communication in accordance with face-to-face conversation rules. d) Maintains communication in accordance with online conversation rules. f) Maintains online communication using appropriate expressions of courtesy.	e-Presence and Communications, Ethics and Empathy, Media and Information Literacy, Learning and Creativity

				i) Expresses their decision to agree or disagree with the views they hear/watch or read, along with their reasons. c) Pays attention to emphasis and intonation in their speech. e) Uses words appropriately and in accordance with their meaning in their speech. ğ) Expresses the messages in their speech with clear and understandable sentences. h) Uses time expressions appropriate to the content in their speech. ı) Uses meaningful and grammatically correct sentences in their speech. *"Students are asked to express their classifications and comparisons in writing or orally. They are given exercises to use antonyms and synonyms when classifying objects in their writing according to their similarities and differences. They are expected to use words appropriately and in accordance with their meaning in their writing (KB1, KB2.4, KB2.5, KB2.7). Digital literacy is developed when classifying in online conversations (SDB2.1, OB1)".*	
19	4	T.Y.4.1. T.Y.4.2. T.Y.4.3.	Can manage written expression skills Can create content in their writing Can apply writing rules	a) Engages in free writing exercises. d) Uses appropriate expressions for initiating, maintaining, and concluding correspondence. e) Uses appropriate expressions for initiating, maintaining, and concluding online correspondence. g) Prepares a writing plan appropriate to the type of text to be written. d) Organises their conclusions about a text they have listened to, watched or read in a structured manner. g) Classifies events, situations, objects and characters according to their characteristics in their writing. j) Writes about an event they have heard or watched or a text they have read in their own words in a manner consistent with logical relationships. l) Writes online paying attention to digital privacy. n) Explains their opinions and thoughts with reasons in free writing exercises. o) Expresses requests, complaints, and suggestions in writing (letters, petitions, congratulations, instant messages). p) Cites the source of the information they have acquired. r) Presents explanatory texts supported by visuals to the target audience. s) Presents narrative-style texts supported by visuals to the target audience. ş) Uses digital tools to present texts of an appropriate style to the target audience. a) Writes according to the plan prepared in accordance with the characteristics of the text type to be written. b) Uses words appropriately and in accordance with their meaning in their writing. c) Uses idioms and proverbs appropriately in their content.	e-Presence and Communications, Ethics and Empathy, Privacy and Security, Media and Information Literacy, Learning and Creativity

				c), Expresses their messages clearly and understandably using multiple sentences in their correspondence/online communication. e) Uses punctuation marks (full stop, hyphen, comma, colon, exclamation mark, quotation mark, question mark, dash, dialogue dash, parentheses, ellipsis, slash) correctly in their writing. *"They are asked to research the meanings of proverbs they frequently hear in daily life using digital and printed sources. This process can be assessed using an observation form. They are asked to express the idioms and proverbs whose meanings they have learned in writing or verbally, in an appropriate manner and context".* *"While emphasising the privacy of personal information in online correspondence, the importance of digital privacy is highlighted (D8). Digital literacy is emphasised in their online correspondence".*	
20	4	T.D.4.1. T.D.4.2. T.D.4.3 T.D.4.5. T.O.4.1. T.O.4.2. T.O.4.3. T.O.4.5. T.Y.4.1. T.Y.4.2.	Can manage listening/viewing Can make sense of what they have listened to/watched Can analyse what they have listened to/watched Can evaluate the listening/viewing process Can manage the reading process Can make sense of what they read Can analyse what they read Can evaluate the reading process Can manage written expression skills Can create content in their writing	c) Begins speaking at the appropriate time to express their thoughts on the topic they have heard. a) Predicts the topic of the text they will listen to/watch based on visuals. b) Identifies the main idea/emotion in the text they have listened to/watched. c) Identifies the topic of the text they have listened to/watched. c) Identifies similarities and differences between messages in different texts they have listened to/watched. d) Relates messages in different texts they have listened to/watched in terms of similarities and differences. b) Questions the accuracy of the information and source provided in the text they have listened to/watched. c) Reads paying attention to punctuation marks. c) Makes predictions about the events/information before and after those mentioned in the text based on the information provided. j) Forms an opinion about the content of the text based on its title and images. a) Analyses the characters, events, information or emotions in the text they read. b) Finds the subject of the text they are reading. c) Identifies the main idea/emotion in the text they are reading. c) Relates the messages in the text they read in terms of similarities and/or differences. c) Questions the accuracy of the information and its source in the text they read. a) Engages in free writing exercises. d) Uses appropriate expressions for initiating, maintaining, and concluding correspondence. e) Uses appropriate expressions for initiating, maintaining, and concluding online correspondence. b) Writes texts based on prior knowledge. ç) Writes down their guesses about the meaning of a word using context.	e-Presence and Communications, Ethics and Empathy, Privacy and Security, Media and Information Literacy, Learning and Creativity

				e) Compares people and objects in their correspondence based on similarities and/or differences. f) Compares people and objects in terms of similarities and differences in online correspondence. ğ) Classifies events, situations, objects, and characters according to their characteristics in online correspondence. j) Writes about an event they have heard or seen, or a text they have read, in their own words in a manner consistent with logical relationships. n) Explains their opinions and thoughts with reasons in free writing exercises. u) Writes about the cause-and-effect relationship in the text they have listened to/watched or read. *"During the online research process, students' digital and information literacy is supported (OB2, OB1)".* *Students are asked to complete writing tasks such as letters, greeting cards, invitations, and emails. They are required to initiate their correspondence/online communication by addressing a specific person/group. They are expected to continue their correspondence in a manner appropriate for communication (e.g., asking about well-being, sharing feelings/information, etc.). They are encouraged to end their correspondence with expressions of good wishes and farewells (KB1, KB2.5, KB3.1). While emphasising the need to respect the privacy of personal information in online correspondence, digital privacy is also discussed (D8). They are asked to classify events, situations, objects, and characters according to their characteristics in their online correspondence (KB2.5, KB2.7). They are expected to compare people and objects in their correspondence/online correspondence according to their similarities and differences.*	
21	4	T.O.4.2. T.O.4.3. T.O.4.4. T.O.4.5. T.Y.4.1. T.Y.4.2. T.Y.4.3. T.Y.4.5.	Can make sense of what they read Can analyse what they read Can review the circumstances affecting the reading process Can evaluate the reading process Can manage written expression skills Can create content in their writing Can apply writing rules Can evaluate the writing process	j) Forms an opinion about the content of the text based on its title and images. l) Recognises the effect of the conjunctions "de" and "ki" on meaning in the texts they read. a) Analyses the characters, events, information or emotions in the text they read. b) Identifies the subject of the text they read. c) Identifies the main idea/emotion in the text they read. f) Finds the location of the information they are looking for correctly when reading online. g) Identifies the relationship between punctuation marks and content in the text they read. ğ) Identifies the relationship between the content and visuals (tables, graphs, brochures, etc.) in the text they read. a) Adjusts the physical factors that affect the reading process. b) Reads taking into account the physical characteristics of the environment in which they will read. d) Carries over positive behaviours from the printed material reading process to the online reading process.	e-Presence and Communications, Media and Information Literacy, Learning and Creativity

				a) Engages in free writing exercises. b) Writes texts based on prior knowledge. f) Compares individuals and objects in online correspondence in terms of similarities and differences. k) Writes detailed instructions. n) Explains their opinions and thoughts with reasons in free writing exercises. ü) Uses the conjunctions "de" and "ki" correctly in their writing. b) Uses words appropriately and according to their meaning in their writing. d) Writes in accordance with spelling rules. e) Uses punctuation marks (full stop, apostrophe, comma, colon, exclamation mark, quotation mark, question mark, hyphen, dash, parentheses, ellipsis, slash) correctly in their writing. d) Writes texts that evaluate the text they have listened to/watched or read from the author's perspective. *"Students are expected to use their positive reading behaviours when reading online sources. They are encouraged to use online sources correctly to find the information they are looking for. Students are expected to acquire information literacy when finding the source of the information they are looking for and digital literacy when transferring their positive behaviours to the online reading process (OB1, OB2, D16, KB2.8)".* *"In their online writing, they are required to compare the objects and people they mention according to various characteristics (KB2.7). Digital literacy is developed in their online communication (OB2)".*	
22	4	T.Y.4.1.	Ability to manage written expression skills	a) Engages in free writing exercises. b) Selects a writing strategy appropriate to the purpose. c) Selects a strategy appropriate to the writing environment (paper/online) they have determined. ç) Performs writing activities appropriate to the writing strategy they have selected.	e-Presence and Communications
23	4	T.K.4.2. T.Y.4.1. T.Y.4.2. T.Y.4.3. T.Y.4.5.	Ability to create content in conversations Ability to manage written expression skills Ability to create content in their writing Ability to apply writing rules Ability to evaluate the writing process	j) Explains their views and thoughts with reasons in free speech exercises. k) Makes suggestions regarding topics they disagree with in verbal communication. n) Supports their speeches with visual/digital content. o) Explains the meaning of commonly used idioms. a) Performs free writing exercises. b) Selects a writing strategy appropriate to the purpose. c) Selects a strategy appropriate for the chosen writing environment (paper/online). ç) Performs writing exercises appropriate for the chosen writing strategy. ö) Supports their writing with visual/digital content.	e-Presence and Communications, Media and Information Literacy, Learning and Creativity

				ü) Uses the conjunctions “de” and “ki” correctly in their writing. c) Uses idioms and proverbs appropriately in their writing. d) Writes in accordance with spelling rules. e) Uses punctuation marks (full stop, hyphen, comma, colon, exclamation mark, quotation mark, question mark, dash, dialogue dash, parentheses, ellipsis, slash) correctly in their writing. ç) Indicates writing preferences according to genre or area of interest. *Students are expected to create a narrative text enriched with visuals and present it to the target audience. They are encouraged to prepare their presentations collaboratively (SDB2.2). They are provided with visuals and digital content (pictures, photographs, posters, etc.) to enrich and concretise their written narratives. Students are required to prepare a speech plan according to the audience and the nature of the topic when making their presentations and to speak according to this plan. They are expected to use visuals and digital content to enrich their speeches. Guidelines are provided for students to reflect their aesthetic perception in visuals (D7, OB2).*	
24	4	T.K.4.2.	Can create content in their speeches	n) Supports their speeches with visual/digital content.	Media and Information Literacy, Learning and Creativity
25	4	T.Y.4.2.	Can create content in their writing	d) Writes their conclusions about a text they have listened to, watched or read in a planned manner. g) Classifies events, situations, objects, and characters according to their characteristics in their writing. j) Writes about an event they have heard or watched or a text they have read in their own words in a manner consistent with logical relationships. l) Writes with attention to digital privacy in online environments. n) Explains their opinions and thoughts with reasons in free writing exercises. o) Expresses requests, complaints and suggestions in writing (letters, petitions, congratulations, instant messages). p) Cites the source of the information they have acquired. r) Presents explanatory texts supported by visuals to the target audience. s) Presents narrative-style writings supported by visuals to the target audience. ş) Uses digital tools to present their writings in a style appropriate for the target audience.	e-Presence and Communications, Ethics and Empathy, Privacy and Security
26	4	T.K.4.1.	Can manage conversations	Determines the style of conversation according to the nature of the subject. ç) Maintains communication in accordance with the rules of conversation in face-to-face communication.	Ethics and Empathy

3. Primary School Mathematics Curriculum (Grades 1, 2, 3 and 4)

Grade	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	1	MAT.1.3.3.	Can distinguish objects in daily life based on their formal characteristics	Appropriate online tools are provided to enrich students' visual perception. For example, educational games such as matching, finding appropriate images, and finding differences are played with students using an "interactive whiteboard".	Learning and Creativity
2	1	MAT. 1.3.4	Can distinguish objects in daily life based on their formal characteristics	Appropriate online tools are provided to enrich students' visual perception. For example, educational games such as matching, finding appropriate images, and finding differences are played with students using an "interactive whiteboard".	Learning and Creativity
3	1	MAT.1.4.1.	Can work with basic data sets based on categorical data and make data-driven decisions	d) Selects tally charts, frequency tables, and object graphs from visualisation tools to analyse collected data. It is ensured that students understand that bar charts, frequency tables, and object graphs used in data visualisation are also mathematical representations and recognise these representations within their contextual meanings. Online tools are utilised in the data visualisation process.	Media and Information Literacy, Learning and Creativity
4	1	MAT.1.4.1.	Can work with basic data sets based on categorical data and make data-driven decisions	e) Analyses data by visualising it using selected tools. Students will engage in activities utilising "digital tools" that will engage multiple senses regarding object-data pairings related to their data in the object graph. Following the activity conducted with "digital tools", a worksheet consisting of pairing questions may be used. Since students will visualise the object graph, tally chart, and frequency table using "digital tools", the visuals in communication tools will be perceived and recognised.	Media and Information Literacy, Learning and Creativity
5	2	MAT.2.1.3.	Can determine the order of numbers	Once the number line has been established, activities are carried out to place numbers on the number line model. Furthermore, as the number line is the most fundamental coordinate system, explanations are provided with examples showing how it is used to arrange numbers starting from 0 or to arrange them in order of size. In this regard, the ruler model is used to prepare the number line visually. Furthermore, during this process, taking into account the facilities available at the school and in the classroom, activities and ways to access visuals related to the ruler model on the "smart board" are demonstrated to develop students' ability to access digital information.	Media and Information Literacy, Learning and Creativity
6	2	MAT.2.1.4.	Can count rhythmically forwards and backwards	a) Observes counting forwards and backwards rhythmically on a hundred chart. b) Identifies patterns while counting rhythmically forwards and backwards in twos within 20, in threes within 30, in fours within 40, and in fives within 100.	Media and Information Literacy, Learning and Creativity

				c) Generalises the pattern they discover while counting rhythmically forwards and backwards. Following the activities, they are asked to create pictures that include rhythmic counting representations, designed by grouping objects. Additionally, during this process, taking into account the school and classroom facilities, ways to access information related to rhythmic counting on the "smart board" are demonstrated to develop students' ability to access digital information, and they are asked to find this information again.	
7	2	MAT.2.1.7.	Can analyse the relationship between whole, half, and quarter	a) Identifies the half and quarter parts of a whole. b) Identifies the relationships between whole, half, and quarter. After presenting images related to the whole from daily life, examples are shown using "digital" tools within the scope of possibilities, and students are encouraged to participate in the process interactively using "online" tools.	Media and Information Literacy, Learning and Creativity
8	2	MAT.2.2.3.	Can interpret the relationship between addition and subtraction operations	a) Examines the relationship between addition and subtraction operations. b) Reverses addition and subtraction operations. c) Re-expresses the relationship between addition and subtraction operations. Taking into account the available resources, students are provided with online content created using tools such as EBA, V Factory, and Wordwall, enabling them to play drag-and-drop games at home. If there is an interactive whiteboard in the classroom, students can also interact with these digital tools via the whiteboard, increasing their awareness of "accessing digital information" and recognising parts of digital information.	Media and Information Literacy, Learning and Creativity
9	2	MAT.2.4.1.	Can work with up to two data groups based on categorical data and make data-driven decisions	d) Selects the tally chart, frequency table, and bar graph from visualisation tools to analyse the collected data. Students learn that the tally and frequency tables and bar charts used to visualise data are also mathematical representations, and they become familiar with the meanings of these representations in context. Online tools are used in the data visualisation step.	Media and Information Literacy, Learning and Creativity
10	2	MAT.2.1.9.	Can read and write time measurement units	A performance task can be assigned involving the redesign of time measurement tools such as calendars and analogue clocks, where students take photographs of their calendar projects and share them with their classmates on EBA. This can be assessed using a holistic grading rubric. This helps students recognise "digital communication tools" and develop their ability to observe interaction with digital tools.	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
11	2	MAT.2.2.6.	Can interpret the different meanings of equality in the context of the four operations	b) Express situations yielding the same result in the context of the four operations using the meaning of equality with different numbers.	e-Presence and Communications, Media and Information

				During these sharing sessions, students in the groups are expected to listen to each other actively and contribute with their opinions. To develop students' skills in "communicating and sharing in a digital environment", opportunities are considered during this sharing process, and EBA and "digital board" are utilised.	Literacy, Learning and Creativity
12	2	MAT.2.3.4.	Can interpret that the formal properties of geometric objects and shapes do not change when their direction, position or size changes	c) Indicates that geometric objects and shapes remain the same as geometric objects and shapes even if their direction, position, or size changes. It is expected that students will take an active role in the learning process by engaging in activities that demonstrate that the formal properties of geometric objects and shapes do not change when their direction and position change. Interactive geometry software is used to enable students to engage in activities with a digital tool to concretise the fact that the formal properties of geometric objects and shapes do not change when their direction and position change.	Learning and Creativity
13	3	MAT.3.1.3.	Can order numbers	a) Identifies numbers up to 1000 according to their priority/sequence relationship. Identifying numbers up to 1000 according to their precedence/order is ensured. To this end, activities are carried out using visuals to show the relationship between large and small quantities or by increasing and decreasing quantities. Within the scope of available resources, the effective use of technological tools such as interactive whiteboards, projectors and computers is ensured.	Learning and Creativity
14	3	MAT.3.1.1.	Can use representations of numbers up to 1000 corresponding to the magnitude of quantities	a) Recognises representations of quantities. Since introducing quantities up to 1000 using objects in the classroom environment is not feasible, technological tools such as smart boards, projectors, or visual aids are utilised.	Learning and Creativity
15	3	MAT.3.1.11.	Can analyse the relationship between a fraction's numerator and denominator	b) Determines the relationship between the parts of a fraction's numerator and denominator. A worksheet focusing on the relationship between the numerator and denominator and unit fraction representations with denominators of 10 and 100 can be used. Situations involving the ability to analyse the relationship between the numerator and denominator can be assessed using a diagnostic tree diagram. Within the scope of their capabilities, students are encouraged to use technological and online tools to create representations of whole, half, and quarter fractions; unit fractions; and models illustrating the relationship between the numerator and denominator. This ensures that students utilise digital tools.	Learning and Creativity
16	3	MAT.3.4.1.	Can work with a single data group based on quantitative data obtained through categorisation and counting, and to make data-driven decisions	d) Selects a tally chart, frequency table, or scatter plot from visualisation tools to analyse the collected data. It is ensured that students understand that bar charts, frequency tables, and scatter plots used to visualise data are also mathematical representations. Online tools are utilised in this visualisation process.	Media and Information Literacy, Learning and Creativity

17	3	MAT.3.1.4.	Can count numbers forwards and backwards rhythmically	a) Observes rhythmic counting forwards and backwards on the models. Additionally, during this process, taking into account the facilities available at the school and in the classroom, ways to access information related to rhythmic counting in the digital environment on the smart board are demonstrated, and a "digital information search" is requested to develop the ability to access digital information.	Media and Information Literacy, Learning and Creativity
18	3	MAT.3.1.13.	Can analyse time measurement units	a) Identifies time measurement units (year, month, week, day, hour, minute, second). Students who have experienced how long a minute is asked what can be done to measure shorter periods of time, using examples (such as a 100-metre run). Examples are given to increase awareness of the need for a sub-unit. By discussing this sub-unit, students are guided to the answer of seconds. Worksheets prepared by showing students examples of conversions between these units, or interactive digital content to develop students' digital tool skills, are completed together.	Learning and Creativity
19	3	MAT.3.1.15.	Can use the relationships between length and mass units to analyse these units within themselves	b) Identifies the relationships between centimetres, metres, kilometres, grams, kilograms, and tonnes within their own systems. Students' understanding of the concept of tonnes is reinforced with examples, and they are asked to research areas where digital environments are used to develop their ability to access information digitally and compare digital information.	Media and Information Literacy, Learning and Creativity
20	3	MAT.3.3.7.	Can structure a symmetrical shape, a part of which is given, according to the symmetry line .	a) Examines a symmetrical shape, a part of which is given, to identify logical relationships. b) Completes a symmetrical shape, a part of which is given, according to the horizontal and vertical symmetry lines. To develop students' ability to interpret digital information, an interactive activity created using 3D technological software examines a symmetrical shape given as a part. In addition, students are encouraged to make comparisons and draw conclusions.	Learning and Creativity
21	3	MAT.3.3.8.	Can use coding strategies related to completing a shape provided as part of a structured task, using coding strategies related to creating symmetry.	a) Re-states the instructions for completing the shape given as a part to create its symmetry. Instructions are given for creating a part according to the line of symmetry. Using worksheets, dotted paper, graph paper or interactive "computer" software, pupils are asked to apply these instructions and interpret the visual image of the resulting half-shape.	Learning and Creativity
22	4	MAT.4.1.3.	Can order numbers	a) Identifies numbers with up to six digits using symbols according to their order of precedence/posteriority. Numbers up to 1,000,000 are identified according to their size/smallness relationship. To this end, activities are carried out using models to show the relationship between large and small quantities or by reducing and increasing quantities. "Smart board", projector, and "computer" are also used for interactive activities.	Learning and Creativity

23	4	MAT.4.1.2.	Can analyse numbers with up to six digits	b) Identifies the relationships between the place value, digit, and numerical value of numbers with up to six digits. A structured grid can be used to help them identify the relationship between digit values and digits. Where possible, content can be created and presented to students via EBA using "online" tools, along with worksheets.	Learning and Creativity
24	4	MAT.4.4.2.	Can work with up to two data groups based on categorical data and quantitative data obtained through counting, and make data-driven decisions	d) Selects appropriate visualisation tools (tally charts, frequency tables, and object, shape, and scatter plots) to analyse the collected data. Students are made aware that bar charts, frequency tables and scatter plots used to visualise data are also mathematical representations and that these representations have meanings within their contexts. Furthermore, "online" tools (statistical software, etc.) are used to visualise data when creating graphs.	Learning and Creativity
25	4	MAT.4.1.4	Can structure rhythmic counting forward and backward	a) Demonstrates hierarchical relationships while counting numbers forward and backward rhythmically. Students are provided with the opportunity to observe rhythmic counting forwards and backwards interactively on models or in a digital environment, and to evaluate and draw conclusions about the content presented in the digital environment.	Learning and Creativity
26	4	MAT.4.1.6.	Can use mathematical representations to utilise simple, compound, and whole number fractions.	a) Recognises the representations of simple, compound and mixed fractions After being presented with representations of simple, compound, and mixed fractions, students can be assessed using matching questions. Digital tools can also be utilised to support students' work on different types of fractions.	Learning and Creativity

4. Science Curriculum (Grades 3, 4, 5, 6, 7 and 8)

Grade	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	3	FB.3.5.2	Can predict the effects of force on objects based on scientific observation	a) Formulates propositions based on prior knowledge and experience regarding the cause of the motion and deformation of objects. b) Compares hypotheses based on observation regarding the cause of the motion and deformation of objects. c) Draws conclusions from observational data to substantiate predictions about the effects of force on the motion and deformation of objects. c) Makes predictions about the effects of force on the motion and deformation of objects in unobserved situations. d) Questions the validity of predictions regarding the effects of force on the motion and deformation of objects. *(They are asked to compare, assess and make inferences from the digital content they interact with.)*	Learning and Creativity
2	4	FB.4.1.2	Can question the reliability of information sources	a) Defines a scientific topic of interest. b) Asks questions about the topic. c) Gathers information about the topic using technological tools and other sources. ç) Evaluates the accuracy of the information based on the information gathered. d) Draws conclusions about the reliability of information sources based on their evaluations. *[Students can be informed about what to look for when questioning the reliability of information sources in the digital environment (e.g., websites with edu, gov extensions) in order to access reliable information sources. Students are encouraged to be aware of intellectual property rights when obtaining information from the digital environment and to act accordingly.*	Privacy and Security, Rights and Responsibilities, Media and Information Literacy, Learning and Creativity
3	4	FB.4.3.3	Can predict the Earth's movements based on observation	a) Relates to previous observations and/or experiences regarding the motions of the Earth. b) Makes inferences about the Earth's motions. c) Makes judgements about the consequences of the Earth's motions. *(Short videos, Web 2.0 tools and science simulation programmes can be used to support judgements.)*	Learning and Creativity
4	4	FB.4.7.2	Can compare natural and artificial light sources	a) Identifies the characteristics of light sources in their environment. b) Lists the similarities between light sources.	Learning and Creativity

				c) Lists the differences between light sources. *(Students are asked to prepare printed or digital posters about light sources, either individually or in groups.)*	
5	4	FB.4.7.3	Can evaluate proposed solutions to the problem of the effects of light pollution on living organisms	a) Structures the problem concerning the effects of light pollution on living organisms. b) Summarises the problem. c) Makes observation-based/existing information/data-based predictions regarding the solution to the problem. c) Reasons through propositions regarding the solution to the problem. d) Reflects on/evaluates the solution to the problem. *(They determine light pollution and its effects on living organisms by identifying areas with light pollution in their surroundings, consulting with experts, or searching relevant printed or digital sources.)*	Media and Information Literacy, Learning and Creativity
6	4	FB.4.8.1	Can conduct scientific inquiry related to establishing a sustainable living environment	a) Defines questions or problems related to establishing a sustainable living environment. b) Develops a sustainable living environment model that can be used to address their question/problem. c) Plans research on establishing a sustainable living environment and implements the model. c) Analyses and interprets data related to the sustainability of the living environment. d) Generates solutions by providing evidence-based explanations regarding whether the living environment is sustainable. e) Evaluates and shares information related to establishing a sustainable living environment. *(They are required to design their models in a physical or digital environment.)*	Learning and Creativity, Consumer Awareness
7	5	FB.5.1.1.1	Can gather information about the structure and rotational motion of the Sun	a) Identifies the tools to be used to obtain information about the structure and rotational motion of the Sun. b) Uses the tools they have identified to find information about the structure and rotational motion of the Sun. c) Verifies the information found about the structure and rotational motion of the Sun. ç) Records the information obtained about the structure and rotational motion of the Sun. *(The reliability of the digital sources from which the information is gathered is questioned together with the students.)*	Media and Information Literacy, Learning and Creativity
8	5	FB.5.3.1.1	Can compare plant and animal cells in terms of their basic parts and characteristics	a) Identifies the characteristics of plant and animal cells. b) Lists the similar characteristics of plant and animal cells. c) Lists the different characteristics of plant and animal cells. *(Students are divided into groups and assigned a performance task involving a poster, model, digital presentation, etc., on a plant and/or animal cell.)*	Media and Information Literacy, Learning and Creativity

9	5	FB.5.3.2.2	Can gather information on what needs to be done for the health of the musculoskeletal system.	a) Identifies the tools to be used to access information about the health of the musculoskeletal system. b) Uses the identified tools to find information about the health of the musculoskeletal system. c) Verifies the information found about the health of the musculoskeletal system. ç) Records the information obtained. • *(They are provided with different methods to access information, such as reliable web addresses, printed sources, and interviews with field experts.)* • *(The use of reliable internet addresses, digital presentations, and video preparation are linked to information technology courses.)*	Media and Information Literacy, Learning and Creativity
10	5	FB.5.4.1.1	Can explain through observation that light emitted from a source travels in a straight line in all directions.	a) Identifies the properties of light by observing the path it follows from a source. b) Records the data obtained regarding the path followed by light as a result of observations. c) Explains that light travels in a straight line in all directions. *(Digital content related to the propagation of light is utilised.)*	Learning and Creativity
11	5	FB.5.5.1.1	Can classify materials based on their particulate, porous, and mobile nature	a) Determines the properties of the particulate, porous, and mobile nature of materials. b) Separates substances according to their particulate, porous, and mobile nature. c) Classifies substances into solids, liquids, and gases based on their particulate, porous, and mobile nature. ç) Labels substances under different groups according to their particulate, porous, and mobile nature. *(Digital content may be utilised to concretise the subject.)*	Learning and Creativity
12	5	FB.5.5.2.2	Can make scientific inferences about heat exchange resulting from mixing liquids of different temperatures	a) Defines that heat exchange occurs between liquids at different temperatures. b) Records the temperatures of the liquids before and after mixing. c) Evaluates that heat exchange occurs between mixed liquids. *(Conclusions regarding heat exchange in substances can be drawn through various activities using digital content, virtual laboratories, etc.)*	Learning and Creativity
13	5	FB.5.6.1.2	Can conduct experiments based on an electrical circuit diagram drawn	a) Designs an experimental setup appropriate for the electrical circuit they have drawn. b) Analyses the data collected from the experiment. *(Additionally, digital content is utilised.)*	Learning and Creativity
14	5	FB.5.6.2.1	Can formulate a hypothesis about what variables affect the brightness of a light bulb in an electrical circuit.	a) Identifies the variables that affect bulb brightness in electrical circuits. b) Determines the change in bulb brightness by altering the number of batteries and bulbs within a cause-and-effect relationship. c) Identifies dependent, independent, and controlled variables in bulb brightness. ç) Checks the number of batteries and bulbs as independent variables.	Media and Information Literacy, Learning and Creativity

				d) Presents propositions about how bulb brightness changes depending on the number of batteries and bulbs in different electrical circuits. *(They are provided with access to reliable sources of information via digital media about experiments demonstrating that bulb brightness changes depending on the number of batteries or bulbs, and they are asked to summarise the information they have obtained.)*	
15	6	FB.6.3.1.1	Can compare sexual and asexual reproduction	a) Identifies the characteristics of sexual and asexual reproduction. b) Lists the similarities between sexual and asexual reproduction. c) Lists the differences between sexual and asexual reproduction. *(Additionally, the understanding of concepts is reinforced through videos/animations, digital stories, and other tools.)*	Learning and Creativity
16	6	FB.6.3.1.2	Can make scientific inferences about reproduction, growth, and development in plants	a) Identifies the fundamental factors affecting reproduction, growth, and development in plants. b) Records data collected on the fundamental factors affecting reproduction, growth, and development in plants. c) Evaluates data related to the fundamental factors affecting reproduction, growth, and development in plants. *(Processes related to a plant's life cycle are examined through visual materials, posters, animations, etc., to enable students to draw conclusions.)*	Learning and Creativity
17	6	FB.6.3.1.3	Can formulate hypotheses about the factors affecting seed germination	a) Defines the factors affecting seed germination. b) Determines the cause-and-effect relationships of factors affecting seed germination. c) Identifies variables related to factors affecting seed germination. c) Checks the variables it has identified that affect seed germination. d) Presents a proposition regarding the factors affecting seed germination. *(During this process, access to virtual laboratories, conducting experiment-related applications, and interpreting results are provided.)*	Learning and Creativity
18	6	FB.6.3.1.4	Can make scientific inferences about reproduction, growth, and development in animals	a) Identifies the fundamental factors affecting reproduction, growth, and development in animals. b) Records data collected on the fundamental factors affecting reproduction, growth and development in animals. c) Evaluates data on the fundamental factors affecting reproduction, growth, and development in animals. *(In addition, they examine digital or printed materials related to the processes of an animal's life cycle, gather information, and record the information they have gathered.)*	Media and Information Literacy, Learning and Creativity

19	6	FB.6.3.1.5	Can analyse the relationships between the structures and organs responsible for reproduction in humans	a) Identifies the structures and organs involved in human reproduction on a poster/diagram. b) Identifies the relationships between the structures and organs involved in human reproduction. • *(Students are asked to examine the structures and organs involved in human reproduction on a poster and identify their characteristics.)* • *(Subsequently, students examine the concepts of sperm, egg, zygote, embryo, foetus, and baby through posters, videos, etc.)*	Learning and Creativity
20	6	FB.6.3.2.1	Can observe the functions of the nervous system on a model	a) Defines the characteristics of the nervous system. b) Examines the nervous system on a model. c) Explains the functions of the nervous system. *(Tools such as models, posters, videos/animations showing the nervous system and its structures are brought into the classroom environment to enable students to observe and analyse them.)*	Learning and Creativity
21	6	FB.6.3.2.4	Can gather information on what needs to be done for the health of the regulatory and control systems	a) Identifies the tools to be used to access information related to the health of regulatory and control systems. b) Finds information about the health of regulatory and control systems. c) Verifies the information found regarding the health of control and regulatory systems. ç) Records the information obtained regarding the health of control and regulatory systems. *(During this process, they are encouraged to ask questions they are curious about in their quest for the truth, thereby identifying reliable web addresses.)*	Media and Information Literacy, Learning and Creativity
22	6	FB.6.5.2.1	Can conduct experiments to demonstrate the melting, freezing, and boiling points of substances	a) Designs an experiment demonstrating the melting, freezing, and boiling points of substances. b) Performs measurement and data analysis related to the experiment. *(As an alternative, virtual laboratories can be utilised alongside digital content and videos related to the subject.)*	Learning and Creativity
23	6	FB.6.5.3.3	Can compare the densities of water in its solid and liquid states and draw scientific conclusions about the importance of this for living organisms.	a) Explains the properties of water in its solid and liquid states. b) Records the data collected on the densities of water in its solid and liquid states. c) Assesses the importance of the density difference between water in its solid and liquid states for living organisms. *(This can be demonstrated to students using digital content showing how water begins to freeze from the surface.)*	Learning and Creativity
24	6	FB.6.6.1.1	Can conduct experiments to demonstrate the electrical conductivity of materials	a) Sets up an electrical circuit to test the conductivity of materials. b) Analyses the electrical conductivity of materials based on the experiment results. *(Additionally, to enrich their learning about electrical conductivity and insulation, students are directed to digital resources.)*	Learning and Creativity

25	6	FB.6.6.2.1	Can conduct an experiment to determine the variables affecting the brightness of a light bulb in an electrical circuit	a) Designs an experiment to determine the variables affecting the brightness of a light bulb in an electrical circuit. b) Analyses the variables affecting the brightness of the bulb by taking measurements. *(Students summarise information by conducting virtual experiments via reliable web addresses.)*	Media and Information Literacy, Learning and Creativity
26	6	FB.6.7.1.1	Can question the importance of biodiversity for natural life	a) Defines the importance of biodiversity for natural life. b) Asks questions about the importance of biodiversity for natural life (5W1H). c) Gathers information on the importance of biodiversity for natural life. ç) Evaluates the accuracy of the information gathered on the importance of biodiversity for natural life. d) Draws conclusions about the information gathered on the importance of biodiversity for natural life. *(Students are asked to gather information on concepts such as biodiversity, habitat, ecosystem, and natural life using digital platforms, visual and printed resources, etc.)*	Media and Information Literacy, Learning and Creativity
27	6	FB.6.7.1.2	Can predict factors threatening biodiversity based on research data	a) Formulates statements based on prior knowledge regarding factors threatening biodiversity. b) Compares data-based and non-data-based propositions regarding factors threatening biodiversity. c) Makes predictions regarding factors threatening biodiversity. ç) Questions the validity of predictions regarding factors threatening biodiversity. *(To compare and strengthen their propositions on this subject, they are provided with additional information from reliable sources such as printed and digital content.)*	Media and Information Literacy, Learning and Creativity
28	7	FB.7.1.1.3	Can offer solutions to the problems that space research may cause	a) Identifies the problems that space research may cause. b) Summarises the problems that space research may cause. c) Makes data-driven predictions regarding the resolution of problems that may arise from space research. ç) Reasons based on propositions aimed at solving problems that may arise from space research. d) Makes assessments regarding the solution of problems that may arise from space research. *(They are required to make predictions based on the data they have collected regarding the solution to problems identified through digital media and scientific sources.)*	Learning and Creativity

29	7	FB.7.3.1.1	Can observe the functions of the structures and organs that make up the digestive system on a model	a) Describes the characteristics of the structures and organs that make up the digestive system. b) Records observation data by examining the structures and organs that make up the digestive system on a model. c) Explains the functions of the structures and organs that make up the digestive system. *(Students are encouraged to explore the structures and organs that make up the digestive system with curiosity using tools such as models, posters, videos, animations, etc.)*	Learning and Creativity
30	7	FB.7.3.1.2	Can gather information about what needs to be done for the health of the digestive system	a) Identifies the tools to use to access information about digestive system health. b) Uses the identified tools to find information about digestive system health. c) Verifies the information found about digestive system health. ç) Records the information found about digestive system health. • *(They are provided with different methods to access information, such as reliable web addresses, printed sources, and interviews with field experts.)* • *(The use of reliable web addresses, digital presentations, and video preparation are linked to information technology courses.)*	Media and Information Literacy, Learning and Creativity
31	7	FB.7.3.2.3	Can gather information on what needs to be done for the health of the circulatory system	a) Identifies the tools to use to access information about the health of the circulatory system. b) Uses the identified tool to find information about the health of the circulatory system. c) Verifies the information found about the health of the circulatory system. ç) Records the information found about the health of the circulatory system. • *(Various methods are used to access information, such as reliable web addresses, printed sources, and interviews with subject matter experts.)* • *(The use of reliable web addresses, digital presentations, and video preparation are linked to information technology courses.)*	Media and Information Literacy, Learning and Creativity
32	7	FB.7.3.3.1	Can observe the functions of the structures and organs that make up the respiratory system on a model	a) Describes the characteristics of the structures and organs that make up the respiratory system. b) Records observation data after examining the structures and organs that make up the respiratory system on a model. c) Explains the functions of the structures and organs that make up the respiratory system. *(Students are required to examine the structures and organs that make up the respiratory system using tools such as models, videos, animations, etc.)*	Learning and Creativity
33	7	FB.7.3.3.2	Can gather information on what needs to be done for the health of the respiratory system	a) Identifies the tools to use to access information about respiratory system health. b) Uses the identified tool to find information about respiratory system health. c) Verifies the information found about respiratory system health. ç) Records the information found about respiratory system health.	Media and Information Literacy, Learning and Creativity

				• *(Uses various methods such as reliable web addresses, printed sources, and interviews with field experts to access information.)* • *(Connections are made with information technology courses regarding the use of reliable online sources, digital presentations, and video preparation.)*	
34	7	FB.7.3.4.2	Can gather information on what needs to be done for the health of the excretory system	a) Identifies the tools to use to access information about the health of the excretory system. b) Uses the identified tools to find information about the health of the excretory system. c) Verifies the information found about the health of the excretory system. ç) Records the information found. • *(Students use various methods such as reliable web addresses, printed sources, and interviews with field experts to access information.)* • *(The use of reliable internet addresses, digital presentations, and video preparation are linked to information technology courses.)*	Media and Information Literacy, Learning and Creativity
35	7	FB.7.5.1.1	Can understand the structure of the atom and its fundamental particles	a) Identifies the fundamental particles that make up the atom. b) Identifies the relationships between the fundamental particles that make up the atom. *(Students are asked to determine the relationships between the fundamental particles that make up the atom by creating digital content, drawings or models.)*	Learning and Creativity
36	7	FB.7.5.1.2	Can question how scientific knowledge about the concept of the atom may have changed from the past to the present	a) Explains the evolution of the atom from the past to the present. b) Asks questions about the atom from the past to the present (5W1H). c) Gathers information about the atom from the past to the present. ç) Evaluates the accuracy of the collected information. d) Makes inferences based on the information gathered. *(Digital content, drawings or models can be used as additional tools.)*	Learning and Creativity
37	7	FB.7.5.1.3	Can develop different molecule models	a) Proposes a molecular model based on the combination of the same or different atoms. b) Updates the model with new evidence. *(They are asked to present the models they have developed using methods such as digital presentations.)*	Learning and Creativity
38	7	FB.7.5.1.4	Can structure the electron configurations of atoms	a) Demonstrates the logical relationships in the arrangement of electrons in atoms according to the doublet and octet rules. b) Explains the stable state of atoms and ionisation as a coherent whole. *(Visuals or digital content are used to concretise the topic.)*	Learning and Creativity
39	7	FB.7.5.2.1	Can classify pure substances as elements and compounds	a) Identifies that pure substances have different structures. b) Separates pure substances according to their properties. c) Classifies pure substances as elements and compounds.	Learning and Creativity

				ç) Labels the substances around them as elements and compounds. *(In this section, digital content or visuals are presented using an interactive whiteboard for visual richness.)*	
40	7	FB.7.5.2.2	Can express the names of the first 18 elements in the periodic table with their symbols.	a) Presents logical relationships by examining the names and symbols of the first 18 elements in the periodic table. b) Forms a coherent whole based on prior knowledge related to the subject. *(Card matching games, digital content, etc. are used for this purpose.)*	Learning and Creativity
41	7	FB.7.5.2.4	Can structure the names of compounds with their formulas	a) Presents logical relationships by examining the formulas of commonly used compounds. b) Forms a coherent whole based on prior knowledge related to the subject. *(To make the examples more concrete, card matching games, worksheets, digital content, etc. are used to help them discover that the types and numbers of atoms in different models and the compound formula form a whole.)*	Learning and Creativity
42	7	FB.7.5.3.1	Can classify mixtures as homogeneous and heterogeneous	a) Identifies that mixtures have different appearances. b) Separates mixtures with different appearances based on their properties. c) Groups mixtures into homogeneous and heterogeneous categories. ç) Labels the substances around them as homogeneous and heterogeneous mixtures. *(These are used for assessments such as card matching games, visual models, worksheets, digital content, etc.)*	Learning and Creativity
43	7	FB.7.5.3.2	Can formulate hypotheses about factors affecting dissolution rate	a) Defines the factors affecting dissolution rate. b) Determines the cause-and-effect relationships between dissolution rate and the factors affecting it. c) Identifies variables affecting the dissolution rate. ç) Checks the contact surface, mixing and temperature variables. d) Presents statements about the factors affecting the dissolution rate. *(Digital content can be used to make the topic more concrete.)*	Learning and Creativity
44	7	FB.7.6.1.1	Can gather information on electrostatic discharge	a) Identifies the tools to be used to access information related to electrostatic discharge. b) Uses the tools they have identified to find information about electrostatic discharge. c) Verifies the information found about electrostatic discharge. ç) Records the information found about electrostatic discharge. *(To enrich learning about natural phenomena and their applications in technology, students are directed to digital environments.)*	Media and Information Literacy, Learning and Creativity

45	7	FB.7.6.1.2	Can conduct experiments to determine the types of electrostatic discharge	a) Designs an experiment in which they can observe types of electrostatic discharge. b) Analyses the results of experiments related to types of of electrostatic discharge. *(Students are encouraged to conduct additional experiments using digital content.)*	Learning and Creativity
46	7	FB.7.6.1.3	Can classify electric charges of objects	a) Identifies the properties of objects' electric charges. b) Distinguishes between the charge states of objects. c) Groups the charge states of objects. ç) Labels the charge states of objects as negative, positive, and neutral. *(Students are provided with additional applications using digital content.)*	Learning and Creativity
47	7	FB.7.7.2.1	Can question the importance of efficient use of resources	a) Defines the problem of efficient use of resources. b) Develops a model to find solutions for the efficient use of resources. c) Conducts the research planned for the efficient use of resources. ç) Interprets the data analysed for the efficient use of resources. d) Produces evidence-based solutions for the efficient use of resources. e) Evaluates and shares information on the efficient use of resources. *(At this point, students can be directed to calculate their water footprints using reliable online resources, enabling them to evaluate their own resource usage in relation to their water footprints.)*	Media and Information Literacy, Learning and Creativity Consumer Awareness
48	8	FB.8.1.1.1	Can make scientific inferences about the Earth's motion around the Sun and the consequences of axial tilt	a) Defines the characteristics related to the Earth's motion around the Sun and its axial tilt. b) Records data collected regarding the Earth's motion around the Sun and axial tilt. c) Evaluates the data collected regarding the Earth's motion around the Sun and axial tilt. *(In addition to these activities, students are provided with digital content and scientific videos to observe the effects of the Earth's motion around the Sun and axial tilt.)*	Learning and Creativity
49	8	FB.8.3.1.2	Can observe the structure of DNA on a model	a) Describes the characteristics of DNA structure. b) Records data by examining the structure of DNA on a model. c) Explains the data obtained. • *(Students are enabled to determine the structure of DNA by examining it using visual and digital tools such as models, videos, animations, etc.)* • *(For this purpose, tools such as videos and animations are utilised.)*	Learning and Creativity
50	8	FB.8.3.2.1	Can compare mitosis and meiosis	a) Identifies the characteristics of mitosis and meiosis. b) List the similarities between mitosis and meiosis.	Learning and Creativity

				c) Lists the differences between mitosis and meiosis concepts. • *(The characteristics of these divisions are examined using digital media, printed sources, and other materials to facilitate questioning.)* • *(Furthermore, learning is reinforced through tools such as videos, animations, and digital stories related to the concepts.)*	
51	8	FB.8.3.4.1	Can gather information on mutation	a) Identifies the tools to be used to access information related to mutation. b) Finds information about mutation. c) Verifies the information found about mutation. ç) Records the information obtained about mutation. • *(They can use various sources such as reliable web addresses, printed sources, interviews with field experts, etc. as tools to access information. Guidance can be provided to students to that end.)* • *(In terms of using reliable web addresses, digital presentations, and video preparation, a connection can be established with information technology courses.)*	Media and Information Literacy, Learning and Creativity
52	8	FB.8.4.1.2	Can conduct experiments about the media in which sound can propagate	a) Conducts experiments related to environments in which sound can propagate. b) Analyses data obtained by observing how the same sound is perceived differently in different media. *(Activities are conducted using safe digital content, virtual laboratories, etc., related to the propagation of sound in various media.)*	Media and Information Literacy, Learning and Creativity
53	8	FB.8.4.1.3	Can conduct experiments related to the characteristics of sound that cause it to be heard as high-pitched or low-pitched depending on its frequency	a) Conducts experiments related to the characteristics of sounds in their environment that cause them to be heard as high-pitched or low-pitched. b) Analyses the data obtained by measuring the experiment. *(Uses digital content to make the topic more concrete.)*	Learning and Creativity
54	8	FB.8.5.1.1	Can classify elements on the periodic table as metals, non-metals, semi-metals, and noble gases.	a) Classifies elements as metals, non-metals, semi-metals and noble gases. b) Distinguishes between metals, non-metals, semi-metals and noble gases according to their properties. c) Categorises elements into metals, non-metals, semi-metals, and noble gases. ç) Labels elements as metals, non-metals, semi-metals, and noble gases. *(Digital content may also be utilised during the grouping process.)*	Learning and Creativity
55	8	FB.8.5.3.2	Can gather information about the effects of chemical reactions in daily life	a) Identifies the tools to be used to access information about the effects of chemical reactions in daily life. b) Uses the identified tools to access information on the subject. c) Verifies the information obtained on the subject. ç) Records the information obtained.	Media and Information Literacy, Learning and Creativity

				(Students are asked to research examples of chemical reactions they observe in daily life.)	
56	8	FB.8.5.4.1	Can compare the general properties of acids and bases	a) Identifies the properties of acids and bases. b) Lists the similar properties of acids and bases. c) Lists the different properties of acids and bases. • *(Students divided into groups are asked to research and understand the general properties of acids and bases using digital, written, visual, and other resources.)* • *(Digital content and games can be used to explore the properties of acids and bases.)*	Media and Information Literacy, Learning and Creativity
57	8	FB.8.5.4.2	Can predict whether substances are acids or bases using various indicators based on scientific observation	a) Uses prior knowledge and experience to formulate statements about acids and bases. b) Compares statements related to daily life that are based on observation and those that are not. c) Draw conclusions from observational data to support their predictions. ç) Makes predictions about unobserved situations related to daily life. d) Questions the validity of predictions. *(Virtual laboratories or digital content related to the experiment can also be utilised.)*	Learning and Creativity
58	8	FB.8.5.4.4	Can conduct experiments on the effects of acids and bases on various substances	a) Designs experiments demonstrating the effects of acids and bases on various substances. b) Performs measurement and data analysis related to the experiment. • *(Students may be asked to conduct research using digital, written, visual, etc. resources on the effects of acids and bases on various substances.)* • *(Digital content may be utilised to make the topic more concrete.)*	Media and Information Literacy, Learning and Creativity
59	8	FB.8.6.1.1	Can conduct experiments on the effect of bulb connection on bulb brightness	a) Designs an experiment demonstrating how brightness changes according to the connection status of bulbs. b) Collects and analyses data related to the experiment results. *(Additionally, to enrich their learning about the change in brightness of bulbs according to their connection status, students are directed to digital environments.)*	Media and Information Literacy, Learning and Creativity
60	8	FB.8.6.1.4	Can reason inductively about the relationship between the voltage across the terminals of a circuit element and the current flowing through it	a) Forms a pattern between current and voltage in an electrical circuit. b) Makes generalisations about the current-voltage relationship in an electrical circuit. *(Students are encouraged to research Georg Simon Ohm using digital content, written and visual resources.)*	Media and Information Literacy, Learning and Creativity
61	8	FB.8.6.2.1	Can classify the types of energies into which electrical energy can be converted	a) Identifies the properties of the conversion of electrical energy. b) Distinguishes between examples of the conversion of electrical energy into heat, light, sound and kinetic energy.	Media and Information Literacy, Learning and Creativity

				c) Groups examples of the conversion of electrical energy into heat, light, sound, and kinetic energy. ç) Labels examples of the conversion of electrical energy into heat, light, sound, and kinetic energy. *(Students are asked to gather information using digital content, written and visual sources, etc., related to the conversion of electrical energy.)*	
62	8	FB.8.7.1.1	Can construct the importance of photosynthesis in nutrient production in plants	a) Demonstrates the causal relationships between photosynthesis and nutrient production in plants. b) Explains the information obtained about the importance of photosynthesis in nutrient production in plants as a coherent whole. *(Students can be encouraged to discuss photosynthesis by examining a short video, animation, or poster on food production in plants.)*	Learning and Creativity
63	8	FB.8.7.1.2	Can formulate hypotheses about factors affecting photosynthesis rate	a) Defines the factors affecting photosynthesis rate. b) Identifies the cause-and-effect relationships between photosynthesis rate and the factors affecting it. c) Identifies the variables affecting photosynthesis rate. ç) Checks the variables affecting photosynthesis rate. d) Presents propositions regarding the factors affecting photosynthesis rate. *(They can be provided with virtual laboratories to conduct experiments and interpret the results.)*	Learning and Creativity
64	8	FB.8.7.1.3	Can understand the importance of respiration in living organisms	a) Examines and explains the importance of respiration in living organisms. b) Explains the information obtained about the importance of respiration in living organisms as a coherent whole. *(Posters, videos, animations, etc. related to respiration in plants can be used to spark students' interest in the subject.)*	Learning and Creativity
65	8	FB.8.7.2.1	Can make scientific inferences about material cycles on a diagram	a) Defines the characteristics of material cycles. b) Examines material cycles on a diagram. c) Evaluates material cycles by interpreting them. *(Using models, posters, videos, animations, etc. showing diagrams of water, oxygen, and carbon cycles, students are asked to observe and focus on the stages of material cycles.)*	Learning and Creativity
66	8	FB.8.7.2.2	Can construct the importance of material cycles for life.	a) Demonstrates the relationship between the importance of material cycles for life. b) Explains the information obtained about the importance of material cycles in life as a coherent whole.	Learning and Creativity

				(Students' attention is drawn to the topic through videos, animations, short documentaries, etc., demonstrating the importance of material cycles for life.)	
67	8	FB.8.7.2.3	Can discuss the causes and potential consequences of global climate change	a) Provides logical reasoning regarding the causes and potential consequences of global climate change. b) Identifies logical inconsistencies regarding the causes and potential consequences of global climate change. c) Provides a valid understanding of the causes and potential consequences of global climate change. *(Students are encouraged to calculate their carbon footprint and reflect on it by accessing reliable websites from trusted internet addresses.)*	e-Presence and Communications, Media and Information Literacy, Learning and Creativity, Consumer Awareness
68	8	FB.8.7.2.4	Can propose a solution to a problem caused by global climate change in our country	a) Constructs the problem caused by global climate change in our country. b) Summarises the constructed problem. c) Makes observations and data-driven predictions regarding the solution to the problem. ç) Reasons based on propositions regarding the solution to the problem. d) Evaluates the solution to the problem caused by global climate change in our country. *(Attention is drawn to human activities that cause environmental problems with the help of digital, written and visual resources, etc.)*	Learning and Creativity

5. Introduction to Social Studies Curriculum (Grades 1, 2 and 3)

Grade	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	1	HB.1.6.2.	HB.1.6.2. Can ask questions about technology Asks questions about a technological topic that interests them. HB.1.6.3. Can ask questions about art Asks questions about an artistic topic that interests them.	HB.1.6.1. Students are encouraged to develop inquisitive and questioning behaviours (D3.3) by conducting experiments or STEAM (Science, Technology, Engineering, Arts, and Mathematics) activities. HB.1.6.2 Students are expected to be able to ask questions about technology that they are curious about (SBAB2, SBAB2.1.SB2). Examples are given to draw students' attention to technological developments and products (E1.1). Students are shown educational content such as documentaries, animations, and videos about a technological development or product. Students are expected to ask questions about technologies used in education, transportation, communication, and health. To this end, techniques such as aquariums and letters/telegrams are used to encourage students to ask questions related to the topic (E3.8) (OB7.1). Students are encouraged to engage in STEAM (Science, Technology, Engineering, Arts, and Mathematics) activities to develop their investigative and inquisitive behaviours (D3.3). During this process, students are reminded about the appropriate and safe use of technology. HB.1.6.3 Students are expected to be able to ask questions about art that they are curious about (SBAB2, SBAB2.1.SB2). Examples from different art forms such as music, painting, theatre, and marbling are presented to draw students' attention to art (E1.1). Students are expected to ask questions about the examples presented (E3.8). Using STEAM (Science, Technology, Engineering, Arts, and Mathematics) activities, students are encouraged to create and present artistic products using materials such as clay, play dough, blocks, paint, brushes, or musical instruments (D7.2).	Access and Inclusion, Privacy and Security, Media and Information Literacy, Learning and Creativity
2	1	HB.1.1.1.	Can introduce themselves to their teacher and classmates	a) Listens actively to the teacher and classmates as they introduce themselves. b) Engages in verbal and non-verbal interaction when introducing themselves to the teacher and classmates. HB.1.1.1 Students are expected to be able to introduce themselves to their teacher and classmates (SDB2.1, SDB2.1.SB1, SDB2.1.SB3). To this end, they are asked to listen actively to their teacher and classmates as they introduce themselves (a). Effective communication skills such as waiting for the speaker to finish before speaking, making eye contact with the speaker, and being polite (D14.1) are briefly reminded to students. Students are expected to engage in verbal and non-verbal interaction when introducing themselves to their teacher and classmates (b).	e-Presence and Communications, Ethics and Empathy
3	1	HB.1.2.1.	Can identify what is necessary for healthy growth and development	HB.1.2.1 Students are expected to be able to identify what they need to do for healthy growth and development (KB1). This includes examining what they need to do, such as healthy eating, exercise, adequate and regular sleep habits, personal care and hygiene, and attention to oral and dental health (D13.4, D18.1) through the examples provided.	Learning and Creativity

				Students are provided with documentary, visual, and interactive educational content (OB4.1) on the importance of healthy growth and development.	
4	1	HB.1.2.2.	Can define the boundaries of personal space	HB.1.2.2 Students are provided with various case studies related to the topic to encourage them to ask questions about their personal space (E3.8). Students are presented with materials such as visuals and educational digital content related to the topic, emphasising the boundaries of personal space. Students are expected to express the boundaries of their personal space. The process can be assessed using an observation form prepared in the form of a checklist.	Learning and Creativity
5	1	HB.1.4.2.	Can express the importance of the Turkish flag and the National Anthem	**HB.1.4.2** Students are expected to be able to express the importance of the Turkish flag and the National Anthem (KB1). Students are provided with examples related to the importance of the Turkish flag and the National Anthem. It is emphasised that the Turkish flag and the National Anthem are symbols of our country's independence. The shape of our flag is emphasised, with reference to the crescent and star, and its colour is specified. Information is provided about Mehmet Âkif Ersoy, the poet of our National Anthem. Educational digital content is presented to emphasise that the Turkish flag and the National Anthem are important values belonging to our country.	Learning and Creativity
6	1	HB.1.4.3.	Can express information about the life of Mustafa Kemal Atatürk	HB.1.4.3 Students are expected to be able to express information about the life of Mustafa Kemal Atatürk (KB1). Information about the life of Mustafa Kemal Atatürk is limited to his place of birth, the names of his mother and father, his place of death, and Anıtkabir. Educational materials such as short films, documentaries, animations, photographs, videos, and infographics related to the subject are presented (OB2.4).	Learning and Creativity
7	1	HB.1.4.5.	Can express the feelings experienced during religious days and holidays	HB.1.4.5 Students are expected to be able to express the feelings they experience during religious days and holidays (KB1). It is stated that our religious days are Kandil, Laylat al-Qadr and Ashura Day, while Ramadan and Eid al-Adha are our religious holidays. It is emphasised that students should behave with respect for national and spiritual values (D14.3), knowing that religious days and holidays are important and special days for our religion. The importance of being together with our loved ones on these days (D19.2) is highlighted through videos, short films, animations, infographics, stories or poems (OB5.1). Students are encouraged to share their feelings about religious days and holidays. Activities such as creating a display board are organised for students to share their experiences and feelings about the religious days and holidays they have participated in (E1.5), (SDB1.1, SDB1.1.SB2). Students are asked to prepare relevant products such as poems, pictures, or posters that represent their feelings about the subject. The prepared products are included in the student portfolios.	Learning and Creativity
8	1	HB.1.5.4.	Can classify recyclable waste	a) Identifies recyclable waste. b) Separates recyclable waste. c) Names recyclable waste. HB.1.5.4 Students are expected to be able to classify recyclable waste (KB2.5). They are asked to identify recyclable waste such as paper, plastic, glass, batteries, and metal (a). For this purpose, various waste materials are brought to the classroom, and their attention is drawn by means of techniques such as brainstorming and matching cards (E1.1) about the recycling of such materials.	Learning and Creativity, Consumer Awareness

				Educational content such as short films, public service announcements, animations, and videos are presented to students about why recyclable waste should be separated. This content increases students' awareness of recycling (OB8.1).	
9	1	HB.1.6.1.	Can ask questions about science-related topics Asks questions about a scientific topic that interests them.	HB.1.6.1 Students are expected to be able to ask questions about science-related topics that interest them (SBAB2, SBAB2.1.SB2). Experiments such as balloon rockets and air fingers are conducted to draw students' attention to science (E1.1). Students are shown educational content such as documentaries or experiment videos on a scientific topic, or they are given a visual representation of an invention. Students are then expected to ask questions about the scientific topic presented.	Learning and Creativity
10	1	HB.1.6.2.	Can ask questions about technology-related topics of interest Asks questions about a technological topic of interest.	HB.1.6.2 Students are expected to be able to ask questions about technology (SBAB2, SBAB2.1.SB2). Examples are given to draw students' attention to technological developments and products (E1.1). Students are shown educational content such as documentaries, animations, and videos about a technological development or product. Students are expected to ask questions about technologies used in education, transportation, communication, and health. To this end, techniques such as aquariums and letters/telegrams are used to encourage students to ask questions about the topic (E3.8) (OB7.1). Students are encouraged to engage in STEAM (Science, Technology, Engineering, Arts, and Mathematics) activities to develop the investigative and inquisitive behaviours (D3.3).	Access and Inclusion, Learning and Creativity
11	2	HB.2.6.2.	Can compare the changes over time in a technological product used in daily life	a) Identifies the changes in a technological product over time. b) Lists the similar and different aspects of the changes in a technological product over time. HB.2.6.2 Students are expected to be able to compare the changes over time in a technological product used in daily life (KB2.7). They are expected to identify the changes in a technological product over time (a). To this end, examples of technological tools used in the past are presented to the class, focusing on the changes in these products over time. It is emphasised that they should pursue their curiosity for scientific development (D3.3). Examples are given of domestic and national technologies that are of great importance for the future of our country. Students are expected to be willing to take an active role (D3.4) in social responsibility and community service activities organised around these developments. The contributions that taking part in these activities will make to the country's future are emphasised. Students are asked to list the similar and different aspects of a technological product's change over time (b). In this process, they are asked to list the similar and different features of one of the technological products presented as an example in its transformation process from the past to the present using techniques such as tables, charts, and time capsules. Products can be evaluated using a graded scoring key and included in students' portfolios.	Access and Inclusion

12	2	HB.2.2.2.	Can protect the boundaries of personal space.	HB.2.2.2 Students are expected to demonstrate appropriate behaviour in both face-to-face and online environments to protect their personal boundaries. They should not share personal information such as their identity, photograph, address, or passwords used in online tools; they should not communicate with strangers; they should not allow anyone they do not want to enter their personal space; and they should express their thoughts (E3.10) in situations such as informing a family member, quickly leaving the environment, or calling for help loudly if they feel uncomfortable with someone's behaviour. (SDB2.1, SDB2.1.SB2) is provided (OB2.1).	e-Presence and Communications, Ethics and Empathy, Privacy and Security
13	2	HB.2.2.3.	Can recognise basic traffic signs.	HB.2.2.3 Students are expected to be able to recognise basic traffic signs (KB1). To this end, they are asked to identify basic traffic signs. Students are presented with materials such as public service announcements, short films, and brochures containing images of basic traffic signs they may encounter in their daily lives, such as traffic lights, pedestrian crossings, school crossings, and bicycle lane signs. Various activities are carried out using techniques such as question-and-answer sessions, card displays, and traffic light cards to help students recognise the meanings of the specified traffic signs (OB4.2). In addition, games and interactive applications featuring images of traffic signs are incorporated into the classroom or school grounds. Students are expected to express basic traffic signs. It is emphasised that knowing traffic signs and signals will enable them to act in accordance with social rules and that this is part of their duty to society (D16.2). They are asked to prepare information cards on the subject or draw pictures to express the meanings of basic traffic signs. Students are asked to share their views on the necessity of traffic signs. Students can be assessed using interactive applications that include activities such as matching and true-false questions related to the meanings of traffic signs.	Learning and Creativity
14	2	HB.2.5.2.	Can find direction using nature.	HB 2.5.2 Students are asked to examine the relationship between features in nature and orientation. Discussion techniques such as brainstorming, mind mapping, and discussion circles are used to highlight the relationship between features in nature, such as the position of the Sun, moss, ant hills, and the North Star, and orientation. Emphasis is placed on students learning ways to access accurate and reliable information and being open to various ideas and new information (D3.3).	Media and Information Literacy, Learning and Creativity
15	2	HB.2.6.1.	Can gather information from sources about scientists' contributions to science.	a) Finds information about scientists' contributions to science. b) Records information about scientists' contributions to science. **HB.2.6.1** Emphasis is placed on the characteristics of scientists, such as being determined, resolute (D3.1, D11.2), organised, using time appropriately (D3.2), distinguishing accurate and reliable information, and being productive and self-disciplined. Students are asked to gather information on the subject using the resources provided (OB1.2), (E1.5). Students are expected to record information about the contributions of scientists to science (b).	Media and Information Literacy, Learning and Creativity

16	2	HB.2.2.1.	Can analyse the relationship between healthy growth and development, and habits.	a) Identifies what needs to be done for healthy growth and development. b) Identifies their habits. c) Identifies the relationship between healthy growth and development, and habits. HB.2.2.1 Students are expected to be able to analyse the relationship between healthy growth and development, and habits (KB2.4). They are required to identify what needs to be done for healthy growth and development (a). Educational content such as visuals, animations, videos, and infographics related to the subject are presented to students (OB4.2).	Learning and Creativity, Health and Well-being
17	2	HB.2.4.1.	Can identify historical sites and natural beauties in their immediate surroundings.	a) Recognises historical sites and natural beauties in their immediate surroundings. b) Describes the basic characteristics of historical sites and natural beauties in their immediate surroundings. HB.2.4.1 Students are expected to be able to identify historical sites and natural beauties in their immediate surroundings (SBAB7, SBAB7.6.SB1, SBAB7.6.SB2). To this end, they are required to recognise historical sites and natural beauties in their immediate surroundings (a). Students are provided with educational content such as short films, documentaries, and videos related to the subject, or they are taken on a virtual museum tour.	Learning and Creativity
18	2	HB.2.4.3.	Can interpret Mustafa Kemal Atatürk's memories of his student years.	a) Examines Mustafa Kemal Atatürk's memories of his student years. b) Expresses Mustafa Kemal Atatürk's memories of his student years. HB.2.4.3 Students are expected to be able to interpret Mustafa Kemal Atatürk's memories from his student years (SBAB2, SBAB2.5.SB1, SBAB2.5.SB2, SBAB2.5.SB4). To this end, they are asked to examine Mustafa Kemal Atatürk's memories from his student years (a). Examples of Mustafa Kemal Atatürk's memories from his student years are given, or educational content such as videos and animations related to these memories are shown, and students are asked to draw conclusions about the subject (OB4.2).	Learning and Creativity
19	2	HB.2.4.4.	Can interpret the significance of national days and holidays.	a) Share their experiences related to national days and holidays. b) Express the importance of national days and holidays HB.2.4.4 Students are expected to be able to interpret the importance of national days and holidays (KB2.14). They are asked to share their experiences related to national days and holidays (a). It is stated that 15 July Democracy and National Unity Day is a national day; our national holidays are 29 October Republic Day, 23 April National Sovereignty and Children's Day, 19 May Atatürk Commemoration and Youth and Sports Day, and 30 August Victory Day. They are encouraged to recount their experiences related to the topic or present them using techniques such as demonstrations or role-playing. They are expected to express the importance of national days and holidays (b). It is emphasised that national days and holidays are part of our cultural heritage and that valuing them is important (D14.3), contributing to strengthening national unity and solidarity. To ensure that students understand the importance of national days and holidays (D19.2), videos, short films, animations, stories or poems related to celebrations and ceremonies that represent our culture are presented. Students are asked to create an original product such as a poem, song, picture, or poster related to the importance of national days and holidays (OB1.3). The products prepared by the students are included in their portfolios.	Learning and Creativity

20	2	HB.2.4.5.	Can interpret the importance of religious days and holidays.	a) Shares their experiences related to religious days and holidays. b) Expresses the importance of religious days and holidays. HB.2.4.5 Students are expected to be able to interpret the importance of religious days and holidays (KB2.14). They are asked to share their experiences related to religious days and holidays (a). It is stated that our religious days are Mevlit Kandili, Regaip Kandili, Miraç Kandili, Berat Kandili, Kadir Night and Day of Ashura; while Eid al-Fitr and Eid al-Adha are our religious holidays. They are encouraged to narrate their experiences related to the subject or present them using techniques such as role-playing and dramatization. They are expected to express the importance of religious days and holidays (b). It is emphasised that religious days and holidays are our national values and are important and special days when people visit each other and entertain their guests (D15.5). Content such as visuals, videos, short films, animations, stories, and poems that emphasise that these days are celebrated with enthusiasm (D19.2) is included. It is emphasised that religious days and holidays are our national and spiritual values, and students are expected to respect these days (D14.3). Students are asked to create an original product such as a poem, drawing, or poster about the importance of religious days and holidays (OB1.3). The products prepared by the students are included in their portfolios.	Learning and Creativity
21	2	HB.2.5.3.	Can gather information on measures taken against disasters.	a) Finds information about the necessary precautions taken against disasters. b) Records information about the necessary precautions taken against disasters. HB.2.5.3 Students are expected to be able to gather information on the precautions taken against disasters such as earthquakes, floods, fires, landslides and avalanches (KB2.6). Students are required to find information on the precautions taken against disasters (a). For this purpose, educational content such as films, videos, animations and infographics are provided to students.	Privacy and Security, Media and Information Literacy, Learning and Creativity
22	2	HB.2.6.1.	Can gather information from sources about scientists' contributions to science.	a) Finds information about scientists' contributions to science. b) Records information about scientists' contributions to science. HB.2.6.1 Students are expected to be able to gather information from sources provided on the contributions of scientists to science (SBAB2, SBAB2.2.SB1, SBAB2.2.SB3). They are required to find information from sources on scientists and their works (a). Ali Kuşçu, Uluğ Bey, El-Cezerî, Jale İnan, Alper Gezeravcı, Vecihi Hürkuş, Afet İnan, Engin Arık, Fuat Sezgin, Cahit Arf, Halil İnalcık, Albert Einstein, Marie Curie, Thomas Edison, Alexander Graham Bell are presented to students through educational content such as informative texts, animations, documentaries, and videos. Students are asked to research which characteristics and values of these scientists led to their success (D3.3). The characteristics of scientists such as being determined, resolute (D3.1, D11.2), organised, using time effectively (D3.2), distinguishing accurate and reliable information, being productive and self-disciplined are emphasised.	Media and Information Literacy, Learning and Creativity

23	2	HB.2.6.1.	Can gather information from sources about scientists' contributions to science.	a) Finds information about scientists' contributions to science. b) Records information about scientists' contributions to science HB.2.6.1 Emphasis is placed on understanding the value of scientists' contributions to the development of countries (D15.2). Students are asked to create a product such as a poster or presentation using the information they have gathered on the subject. Products can be evaluated using a product evaluation form.	Media and Information Literacy, Learning and Creativity
24	2	HB.2.6.2.	Can compare the changes over time in a technological product used in daily life.	a) Identifies the changes in a technological product over time. b) Lists the similar and different aspects of the changes in a technological product over time. HB.2.6.2 Students are expected to be able to compare the changes in a technological product used in daily life over time (KB2.7). They are expected to identify the changes in a technological product over time (a). To this end, examples of technological tools used in the past are presented to the class, focusing on the changes in these products over time. It is emphasised to students that they should pursue their curiosity for scientific development (D3.3). Examples of local and national technologies, which are of great importance for the future of our country, are given. Students are expected to be willing to take an active role in social responsibility and community service activities organised for these developments (D3.4).	Access and Inclusion
25	2	HB.2.2.3.	Can recognise basic traffic signs.	HB.2.2.3 Students are expected to be able to recognise basic traffic signs (KB1). To this end, they are required to identify basic traffic signs. Students are presented with materials such as public service announcements, short films, and brochures containing images of basic traffic signs they may encounter in their daily lives, such as illuminated signal devices, pedestrian crossings, school crossings, and bicycle lane signs. Various activities are carried out using techniques such as question-and-answer sessions, card displays, and traffic light cards to help students recognise the meanings of the specified traffic signs (OB4.2). In addition, games and interactive applications featuring images of traffic signs are incorporated into the classroom or school grounds. Students are expected to express basic traffic signs. It is emphasised that knowing traffic signs and signals will enable them to act in accordance with social rules and that this is part of fulfilling their duties to society (D16.2).	Learning and Creativity
26	2	HB.2.2.4.	Can communicate effectively with authorities in an emergency.	a) Explains what to consider when describing an emergency situation to authorities. b) Explains what to consider when listening to authorities' instructions during an emergency. HB.2.2.4 Ensures that they realise that unnecessarily tying up the telephone line may endanger their own or others' safety (D16.2). This emphasises the importance of students acting in accordance with the rules governing social life (D16.1). Students are asked to prepare an emergency information card that facilitates communication in an emergency. Students are asked to make inferences about the subject using techniques such as role-playing and discussion circle. At the end of the process, students can be assessed using an anecdote record.	Privacy and Security, Rights and Responsibilities

27	2	HB.2.2.2.	Can protect the boundaries of personal space.	HB.2.2.2 Students are expected to demonstrate appropriate behaviour in face-to-face or online environments to protect the boundaries of their personal space. They are asked to express their opinion on the facts that they should not share personal information such as their identity, photograph, address, or passwords used in online tools; they should not communicate with strangers; they should not allow anyone they do not want to enter their personal space; if they feel uncomfortable with someone's behaviour, they should inform an adult, quickly leave the place, or call for help loudly (E3.10). (SDB2.1, SDB2.1.SB2) (OB2.1).	e-Presence and Communications, Ethics and Empathy, Privacy and Security
28	2	HB.2.6.2.	Can compare the changes over time of a technological product used in daily life.	a) Identifies the changes in a technological product over time. b) Lists the similar and different aspects of the changes in a technological product over time. HB.2.6.2 Students are expected to be able to compare the changes in a technological product used in daily life over time (KB2.7). They are expected to identify the changes in a technological product over time (a). To this end, examples of technological tools used in the past are presented to the class, focusing on the changes in these products over time. It is emphasised that they should pursue their curiosity for scientific development (D3.3). Examples of local and national technologies, which are of great importance for the future of our country, are given. Students are expected to be willing to take an active role in social responsibility and community service activities organised around these developments (D3.4). The contributions that participating in these activities will make to the country's future are emphasised. Students are asked to list the similar and different aspects of the change in a technological product over time (b).	Access and Inclusion, Active Participation, Rights and Responsibilities
29	3	HB.3.4.4.	Can explain the contributions of our national unity and solidarity to social life.	HB.3.4.4 Students are expected to be able to explain the contributions of our national unity and solidarity to social life (KB1). To this end, they are asked to identify events that strengthen our national unity and solidarity. Educational content such as documentaries and short films related to national days and holidays, competitions involving national teams, local and national technological developments, and events where society has shown unity and solidarity in times of disaster and emergency are shown.	Access and Inclusion, Learning and Creativity
30	3	HB.3.6.2.	Can analyse the impact of technological developments on daily life.	a) Identifies the impact of technological developments on daily life. b) Relates technological developments to daily life. HB.3.6.2 Students are expected to be able to analyse the impact of technological developments on daily life (KB2.4). They are required to determine the impact of technological developments on daily life (a). At this stage, technological developments used in areas such as education, transportation, and communication are presented through various means, including animations, posters, brochures, and public service announcements. Students are expected to relate technological developments to daily life. (b) (OB2.4). Students are expected to relate technological developments to daily life using techniques such as aquarium and think-discuss-share (SDB2.1, SDB2.1.SB2.	e-Presence and Communications, Access and Inclusion, Health and Well-being

				Emphasis is placed on paying attention to the purpose and duration of use when using technological tools (D13.3). The concept of digital footprint is mentioned. They are asked to explain the connections they have made through a visual concept map, collage, brochure, or similar work. The products prepared by the students are included in their portfolios.	
31	3	HB.3.3.1.	Can analyse the relationship between family and society.	a) Identifies the characteristics of the family. b) Identifies the characteristics of society. c) Identifies the relationship between family and society. HB.3.3.1 Students are expected to identify the relationship between family and society (c). The effects of avoiding waste within the family, demonstrating conscious consumer behaviour, and paying taxes on the country's economy and social order are emphasised (D16.2), (OB3.3, OB6.1). Students are asked to identify the characteristics of the family (a) and society (b). To this end, materials such as visuals and educational content are used to help students identify the characteristics of the family and society (OB4.1). The focus is on fulfilling the family's duties and responsibilities towards society, kinship, neighbourly and community relations, and their impact on society (D11.3).	Learning and Creativity, Consumer Awareness
32	3	HB.3.2.2.	Can question what to do when faced with a situation that threatens one's safety.	a) Identifies situations that threaten their safety. b) Asks questions about what they should do when faced with a situation that threatens their safety. c) Gathers information about what they should do when faced with a situation that threatens their safety. d) Draws conclusions about what they should do when faced with a situation that threatens their safety. HB.3.2.2 Students are expected to be able to question what they should do when faced with a situation that threatens their safety (KB2.8). To this end, they are asked to identify situations that threaten their safety, such as peer pressure and personal space violations in face-to-face and online environments (a), and to ask questions about what they should do when faced with such situations (b). Students are provided with materials such as case studies and worksheets related to the topic. Using techniques such as brainstorming and large group discussions based on the case studies provided, students are asked to pose questions related to the topic (E3.10). Students are asked to gather information about what they should do when faced with a situation that threatens their safety (c). Educational materials such as short films and public service announcements related to the topic are presented to students. Students are asked to take notes on the information they obtain from the materials presented. An expert on the topic may be invited to the classroom to provide information to students. Students are expected to draw conclusions about what they should do when faced with a situation that threatens their safety (ç). Students are asked to provide examples of what to do in situations that threaten their safety, based on the information they have obtained on the subject. At this stage, particular emphasis is placed on behaviours such as moving away from a person or situation that threatens their safety, calling for help loudly, informing their family, and not talking to strangers online (D8.2, D8.4). Students are asked to demonstrate these situations, through techniques	e-Presence and Communications, Ethics and Empathy, Privacy and Security

				such as role-playing and pantomime. They are asked to prepare products such as posters and brochures (SDB2.1, SDB2.1.SB2) and display these products in the learning gallery. An integrated scoring key can be used to evaluate the products.	
33	3	HB.3.5.2.	Can detect their location using a sketch.	a) Determines the location of their current position using a sketch. b) Creates a spatial visualisation of their current location HB.3.5.2 Students are expected to be able to determine the location of their current position using a sketch (SBAB7, SBAB7.1.SB1, SBAB7.1.SB2). They are required to determine the location of their current position using a sketch (a). To do this, they are first asked to determine the locations of objects in the classroom and then in the school garden. To enable them to express the directions of these objects, students are shown signs with arrows indicating cardinal and intercardinal directions. Students are asked to mark the locations of objects using online tools such as digital games (E1.4), (D3.4). Students are asked to create a spatial visualisation of their location (b).	Learning and Creativity
34	3	HB.3.2.1.	Can demonstrate behaviour aimed at protecting their health.	a) Recognises behaviours aimed at protecting one's health. b) Makes changes to behaviours that are inappropriate for protecting one's health. HB.3.2.1 Students are expected to be able to regulate their health-protective behaviours (SDB1.2, SDB1.2.SB1, SDB1.2.SB3). They are expected to recognise behaviours aimed at protecting their health (a). For this purpose, educational content such as visuals, animations, cartoons, and videos containing examples related to the subject are provided to students (OB4.1).	Media and Information Literacy, Learning and Creativity, Health and Well-being
35	3	HB.3.5.1.	Can interpret the importance of natural entities for human life.	a) Examines examples of the necessity of natural entities in human life. b) Expresses the impact of natural entities on human life in their own words. HB.3.5.1 Students are asked to explain the importance of natural entities for human life (KB2.14). (KB2.14). Students are expected to examine examples of the necessity of natural entities in human life (a). If conditions permit, a nature walk is organised. Students are given the task of collecting samples from nature, such as acorns, pine cones, and leaves. They may be asked to create a collection with the gathered samples. Students are asked to ask questions about topics they are curious about (E1.1) related to their observations. During this process, students are asked to discuss the importance of protecting nature and living things (D14.3). Educational content such as documentaries, short films, animations, and videos related to natural entities are presented (OB4.1).	Learning and Creativity
36	3	HB.3.5.3.	Can classify actions required for disasters Distinguishes between actions required before, during, and after a disaster.	HB.3.5.3 Educational content such as short films, animations, and videos are shown on important topics such as implementing the disaster action plan, reaching the disaster and emergency assembly area, and informing the authorities. Students are asked to prepare products such as posters and billboards that include what needs to be done before, during, and after a disaster. The process can be evaluated using the diagnostic branched tree technique.	Learning and Creativity

37	3	HB.3.5.4.	Can gather information from sources related to environmental sustainability.	a) Finds information from sources related to environmental sustainability. b) Records the information found related to environmental sustainability. HB.3.5.4 Students are required to prepare a presentation addressing the topics of proper use and conservation of resources (D17.2, D19.3) (OB8.1). Worksheets consisting of matching items containing information and images related to environmental sustainability can be used in the evaluation of the process. At the end of the process, the worksheets are included in the student portfolios.	Learning and Creativity
38	3	HB.3.6.3.	Can gather information from sources about artists' contributions to art.	a) Finds information about artists' contributions to art. b) Records information about artists' contributions to art. HB.3.6.3 Students are asked to create a product such as a poster or presentation explaining artists' contributions to art using the information they have gathered (OB9.2). Products can be assessed using the product assessment form.	Media and Information Literacy, Learning and Creativity
39	3	HB.3.6.1.	Can interpret the impact of scientific developments on daily life.	a) Examines the impact of scientific developments on daily life. b) Expresses the impact of scientific developments on daily life. HB.3.6.1. Students are expected to interpret the impact of scientific developments on daily life (KB2.14).	Access and Inclusion
40	3	HB.3.1.3.	Can transform ideas into action to promote children's rights.	a) Develops awareness projects to promote children's rights. b) Share awareness projects to promote children's rights. HB.3.1.3 Students are expected to be able to turn their ideas into action to promote children's rights (SBAB5, SBAB5.5.SB1, SBAB5.5.SB2). They are asked to develop awareness projects to promote children's rights (a). Students are given examples of rights included in the Convention on the Rights of the Child (OB6.3). Students are engaged in various activities using techniques such as formulating opinions, sharing ideas, and learning circles regarding their rights. Small groups are formed and given the task of preparing an awareness project related to the topic. Students are asked to share tasks (SDB2.2, SDB2.2.SB1). During this process, students are expected to share their thoughts openly with their peers (E3.5) (SDB2.2, SDB2.2.SB2) and to reach a consensus on different ideas (SDB2.2, SDB2.2.SB3). In such processes, emphasis is placed on students taking responsibility (E2.2) and being restrained in their feelings, thoughts and behaviour when expressing themselves (D12.2).	Ethics and Empathy, Rights and Responsibilities

6. Human Rights, Democracy and Citizenship Curriculum (4)

No.	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	4	IHVD.4.1.1.	Can identify the characteristics of being a child	"At this stage, written, visual or digital sources are used (OB1., OB2., OB4.)".	Media and Information Literacy, Learning and Creativity
2	4	IHVD.4.1.2.	Can share a product created based on evidence related to children's rights	a) Identifies the reasons why children's rights are needed based on the evidence provided. "A discussion environment is provided regarding the reasons why children's rights are needed, supported by visual or digital evidence (OB2., OB4.)".	Media and Information Literacy, Learning and Creativity
3	4	Learning Area 1	Differentiation section Enrichment	"Children who are unable to access basic rights such as education, health, nutrition, and shelter, and who face problems due to being forced to migrate, may be asked to create a map of Children's Rights Violations in the Digital World".	Active Participation, Access and Inclusion
4	4	IHVD.4.2.2.	Can interpret the relationship between justice and equality	a) Examines the relationship between the concepts of justice and equality. A story of a situation where students are given equal opportunities but are treated unfairly is read or an animation is shown. The story or animation is paused at a certain point. Students are asked to divide into groups and complete the missing part of the story or animation (E1.1. SDB2.2.) and act it out (E3.3.). A class discussion is initiated using questions such as "Do you think the characters had equal conditions?" and "Do you think justice was served?" based on the completed story or animation (E3.5.).	Access and Inclusion, Learning and Creativity
5	4	IHVD.4.2.3.	Can interpret the importance of equal opportunity	b) Expresses the importance of equal opportunities verbally, in writing or visually. "The teacher encourages students to think about equal opportunity through written, visual or digital resources brought to the classroom (OB1., OB2., OB4.)".	Access and Inclusion, Learning and Creativity
6	4	Learning Area 2	Differentiation section Enrichment	"They may be asked to create a digital comic book on the concept of equality. They may be asked to create a poster online about the importance of equal opportunity".	e-Presence and Communications, Access and Inclusion, Learning and Creativity
7	4	IHVD.4.3.1.	Can interpret the rights and freedoms that come with citizenship	b) Expresses the rights and freedoms that come with being a citizen in verbal, written, visual, etc. forms. "In this context, the principles of equality, freedom of communication, consumer rights, the right to petition, privacy and protection of private life, and the right to vote and be elected are emphasised".	Active Participation, Access and Inclusion, Rights and Responsibilities, Privacy and Security
8	4	IHVD.4.3.3.	Can identify the characteristics required for digital citizenship	Students are asked to write down on pieces of paper which applications they use on the internet and then crumple up the papers and throw them into a basket brought by the teacher.	Active Participation, Access and Inclusion,

				The papers in the basket are read by the teacher and categorised according to their areas of use (education, health, etc.). Digital applications such as EBA, e-School, e-Government, e-Pulse and CIMER are mentioned. The concept of digital citizenship is written on the board. The teacher explains the concept of digital citizenship. It is emphasised that the behaviour expected of a good citizen should also be present in digital environments (OB2.). The teacher presents short case studies on situations that require attention in the context of digital citizenship. The case studies cover protecting personal data such as one's own and one's family's identity information (D2.1.) and contact details in online environments, not sharing photographs, not communicating with strangers, informing parents or teachers when faced with cyberbullying or inappropriate content (D8.4.), checking the accuracy of information accessed on the internet, paying attention to communications in online environments and not using inappropriate expressions, and content indicating that websites with gov and edu extensions are secure sites (D8.2., E3.9.). Students are encouraged to identify the characteristics required for digital citizenship based on sample cases provided through 5W1H questions (SDB3.3.). Students are divided into groups (SDB2.2.). As a performance task, students are asked to choose one of the headings "my responsibilities towards myself in online environments" or "my responsibilities towards others in online environments" and to identify these responsibilities by discussing them as a group (E2.2., E3.11.).	e-Presence and Communications, Ethics and Empathy, Privacy and Security, Rights and Responsibilities, Media and Information Literacy, Learning and Creativity
9	4	Learning Area 3	Learning-Teaching Experiences Section Bridge Building	"Newspaper articles, cartoons and other written, visual or digital sources relating to the rights and freedoms that come with citizenship are shown to students, who are then asked to interpret these sources".	Rights and Responsibilities, Learning and Creativity
10	4	Learning Area 3	Differentiation Section Enrichment	"They may be asked to prepare brochures or cartoons about problems that may arise in the online environment and their solutions. Brochures, short promotional films, etc. can be designed for the promotion of the assistance activity to be carried out in online environments".	e-Presence and Communications, Ethics and Empathy, Privacy and Security, Rights and Responsibilities, Learning and Creativity
11	4	Learning Area 3	Differentiation Section Support	"Drama activities can be conducted regarding potential issues and assistance activities in an online environment".	Ethics and Empathy, Privacy and Security, Rights and Responsibilities
12	4	Learning Area 4	Differentiation Section Enrichment	"Students may be asked to design posters online about the importance of reconciliation".	Ethics and Empathy, Rights and Responsibilities, Learning and Creativity

7. Secondary School Turkish Language Curriculum (Grades 5, 6, 7 and 8)

No.	Grade Level	Code	Learning Outcomes	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	5-8	T.D.5.1. T.D.6.1. T.D.7.1. T.D.8.1.	Can manage selection of materials for istening/viewing.	a) Selects listening/viewing material and other resources (dictionary, internet, worksheet, graphic organiser, etc.) based on the type of listening/viewing (interactive or non-interactive), purpose, interests and needs, access to information, and duration of the activity. *In vocabulary development activities related to the theme of "The World of Games", the relationship between words and/or word groups and images (OB4) and the importance of using vocabulary correctly and appropriately in context (OB2.6) in digital communication are emphasised.*	Media and Information Literacy, Learning and Creativity
2	5-8	T.D.5.1. T.D.6.1. T.D.7.1. T.D.8.1.	Can manage selection of materials for istening/viewing.	a) Selects listening/viewing material and other resources (dictionary, internet, worksheet, graphic organiser, etc.) based on the type of listening/viewing (interactive or non-interactive), purpose, interests and needs, access to information, and duration of the activity. *In vocabulary development activities related to the theme of "The World of Games", the relationship between words and/or word groups and images (OB4) and the importance of using vocabulary correctly and appropriately in context (OB2.6) in digital communication are emphasised.*	Media and Information Literacy, Learning and Creativity
3	5-8	T.D.5.8. T.D.6.8. T.D.7.8. T.D.8.8.	Can make high-level inferences to determine the deeper meaning of what is listened to/viewed.	a) Gathers evidence from the entirety of what they listen to/view and relates it to prior knowledge. b) Makes inferences based on these connections. c) Reacts when necessary by reaching a conclusion. *"Activities are carried out to enable them to make high-level inferences aimed at determining the deeper meaning of the text they read, listen to or view (T.O.5.9., T.D.5.8.). Activities are carried out to develop students' awareness of protecting their personal freedom while interacting in digital environments (D8.1.)".*	e-Presence and Communications, Ethics and Empathy, Rights and Responsibilities, Learning and Creativity
4	5-8	T.D.5.8. T.D.6.8. T.D.7.8. T.D.8.8.	Can make high-level inferences to determine the deeper meaning of what is listened to/viewed.	a) Gathers evidence from the entirety of what they listen to/view and relates it to prior knowledge. b) Makes inferences based on these connections. c) Reacts when necessary by reaching a conclusion. *"Activities are carried out to enable them to make high-level inferences aimed at determining the deeper meaning of the text they read, listen to or view (T.O.5.9.,*	e-Presence and Communications, Ethics and Empathy, Privacy and Security, Rights and Responsibilities, Learning and Creativity

				T.D.5.8.). Activities are carried out to develop students' awareness of protecting their personal freedom while interacting in digital environments (D8.1.)".	
5	5-8	T.D.5.20. T.D.6.20. T.D.7.21. T.D.8.21.	Can analyse multimedia elements.	a) Identifies the functions of multimedia elements (creating synonyms, supporting meaning, or creating meaning on their own). b) Identifies the connections between elements. *"Student are provided with opportunities to analyse multimedia elements related to topics within the theme of 'Rights and Responsibilities' (D1.1, D16.2, D16.3) and to construct meaning by utilising the interactions between these elements (T.D.7.21). In addition, they are encouraged to evaluate media content from different/alternative perspectives, using their prior knowledge of digital and printed media texts (T.O.7.25).*	Rights and Responsibilities, Media and Information Literacy, Learning and Creativity
6	5-8	T.D.5.22. T.D.6.22. T.D.7.23. T.D.8.23.	Can evaluate what they have listened to/viewed.	a) Establishes a standard regarding what they have listened to/viewed. b) Conducts an analysis in relation to the standard they have established when listening to/viewing materials. c) Compares the results of the examination with the standard they have set. ç) Reaches a conclusion based on the comparison results. *"Students are encouraged to analyse multimedia elements and thereby identify connections between digital information (T.O.5.22., T.D.5.20.). Students evaluate the content of what they read, listen to/view by relating it to their prior knowledge and reach a judgement (T.O.5.24., T.D.5.22.)".*	Media and Information Literacy, Learning and Creativity
7	7-8	T.D.7.24. T.D.8.24.	Can evaluate media content.	a) Establishes a standard regarding media content. b) Conducts an analysis of media content according to the established norm. c) Compares the results of the review with the established standard. ç) Reaches a judgement based on the comparison results. *"The characteristics of media content to be evaluated (purpose, suitability for the target audience, consistency, events, characters, characters' behaviours and physical and psychological characteristics, opinions put forward, main and supporting ideas, rights and freedoms, ethics, values, language-expression, persuasion techniques, source/speaker/author, etc.) are identified. The identified characteristics of the media content and the prior knowledge based on these characteristics are compared with the established norm. The comparison results are presented, and a judgement is reached (OB2, OB4, KB2.17, SDB3.3)".*	Active Participation, e-Presence and Communications, Ethics and Empathy, Privacy and Security, Rights and Responsibilities, Media and Information Literacy
8	5-8	T.D.5.25. T.D.6.25.	Can engage in self-reflection/adapt oneself in the listening/viewing process.	a) Evaluates themselves by justifying the strengths and areas for improvement in the listening/viewing process.	Learning and Creativity

		T.D.7.27. T.D.8.27.		b) Takes measures to support areas for improvement in the process they have experienced and directs the development of their listener/viewer identity by transferring their strengths to subsequent work. *"Students can be encouraged to prepare posters, collages, classroom boards, digital albums, etc., appropriate to the topic covered in the theme and learning outcomes. These activities should be of a nature that supports students' creativity and original thinking skills (E3.3., E3.11., OB5.)".*	
9	5-8	T.O.5.1. T.O.6.1. T.O.7.1. T.O.8.1.	Can manage selection of materials for reading.	a) Forms an opinion by analysing the purpose, interests and needs, characteristics of the material, time and access to information. b) Selects texts and other supporting materials (dictionaries, additional resources, etc.) based on the results of the analysis. c) Makes adjustments to selections based on time-dependent changes/metacognitive monitoring. *"Students are encouraged to analyse their interests and needs prior to reading, the purpose of the reading activity, the characteristics of the material, the time allocated for reading, and the opportunities for accessing information (KB2.13, SDB1.1). Based on the analysis results, the text to be read or additional materials that can be used during reading (dictionary, internet, worksheet, graphic organiser, etc.) are selected and prepared".*	Media and Information Literacy, Learning and Creativity
10	5-8	T.O.5.9. T.O.6.9. T.O.7.8. T.O.8.8.	Can make high-level inferences to determine the deeper meaning of the text.	a) Collects evidence from the text as a whole and from visuals and relates it to prior knowledge. b) Makes inferences based on these connections. c) Reacts when necessary by reaching a conclusion. *"Activities are carried out to enable them to make high-level inferences aimed at determining the deeper meaning of the text they read, listen to or view (T.O.5.9., T.D.5.8.). Activities are carried out to develop students' awareness of protecting their personal freedom while interacting in digital environments (D8.1). Through the activities to be created, students should be made aware of the need to protect their personal information in the digital environment (OB2.8), (D8.2)".*	e-Presence and Communications, Ethics and Empathy, Privacy and Security, Rights and Responsibilities, Media and Information Literacy
11	5-8	T.O.5.9. T.O.6.9. T.O.7.8. T.O.8.8.	Can make high-level inferences to determine the deeper meaning of the text.	a) Collects evidence from the text as a whole and from visuals and relates it to prior knowledge. b) Makes inferences based on these connections. c) Reacts when necessary by reaching a conclusion. *Activities are carried out to enable them to make high-level inferences aimed at determining the deeper meaning of the text they read, listen to or view (T.O.5.9., T.D.5.8.).*	e-Presence and Communications, Ethics and Empathy, Privacy and Security, Rights and Responsibilities, Media and Information Literacy

				Activities are carried out to develop students' awareness of protecting their personal freedom while interacting in digital environments (D8.1). Through these activities, students should be made aware of the need to protect their personal information in digital environments (OB2.8), (D8.2).	
12	5-8	T.O.5.22. T.O.6.22. T.O.7.22. T.O.8.22	Can analyse multimedia elements.	a) Identifies the functions of multimedia elements (creating synonyms, supporting meaning, or creating meaning on their own). b) Identifies the connections between elements. *"Environments where elements such as text, sound and images are used together are multimedia environments. Sound and/or images used with text sometimes support the meaning conveyed by the text, while sometimes they convey meaning without text. In some cases, the message conveyed by the audio and/or visuals is the same as that conveyed by the text (creating synonyms). The student distinguishes the roles of the elements in question, identifies their relationships, and uses their interactions to create meaning (KB2.4, OB2.4, OB4)".*	Learning and Creativity
13	7-8	T.O.7.25. T.O.8.25.	Can evaluate printed and digital media texts.	a) Establishes a standard regarding the content of the media text. b) Examines the content of the media text according to the established norm. c) Compares the results of the analysis with the established standard. ç) Presents the comparison result and reaches a conclusion. *The characteristics of printed and digital media texts to be evaluated (purpose, suitability for the target audience, consistency, events, characters, characters' behaviours and physical and psychological characteristics, opinions put forward, main and supporting ideas, rights and freedoms, ethics, values, language-expression, persuasion techniques, source/speaker/author, etc.) are identified. Using prior knowledge, a norm is established to be used in evaluating the identified characteristics of the media text. The norm and content are compared. The comparison results are presented, and a judgement is reached (KB2.17, SDB3.3.SB3).*	Active Participation, e-Presence and Communications, Ethics and Empathy, Privacy and Security, Rights and Responsibilities, Media and Information Literacy
14	5-8	T.K.5.1. T.K.6.1. T.K.7.1. T.K.8.1.	Can manage the conversation process.	a) Uses greetings, forms of address, and closing phrases related to initiating, maintaining, and ending a conversation. b) Begins/allows speaking at the appropriate time. c) Asks questions to clarify any points that are unclear regarding events, topics, situations, problems, etc., without being influenced by any guidance. ç) Answers questions directed at them. *"Students are expected to manage the process appropriately in their writing assignments (T.Y.5.1.). Activities are carried out to write with digital tools, paying attention to behaving in accordance with ethical rules and being honest and reliable (D6.1, D6.2) (T.Y.5.1.).*	e-Presence and Communications, Ethics and Empathy, Media and Information Literacy

15	5-8	T.K.5.1. T.K.6.1. T.K.7.1. T.K.8.1.	Can manage the conversation process.	a) Uses greetings, forms of address, and closing phrases related to initiating, maintaining, and ending a conversation. b) Begins/allows speaking at the appropriate time. c) Asks questions to clarify any unclear points regarding events, topics, situations, problems, etc., without being influenced by any guidance. ç) Answers questions directed at them. *"When activities related to digital educational games are carried out, students compare the digital information they have obtained about the content of the games and develop their digital literacy skills by making assessments and inferences based on this information (OB2.4). In addition, students' collaboration skills are developed through digital educational games played in groups (SDB2.2)".*	Access and Inclusion, Media and Information Literacy, Learning and Creativity
16	5-8	T.K.5.5. T.K.6.5. T.K.7.5. T.K.8.5.	Can respond appropriately in a conversation.	a) Identifies the multimedia elements (photographs, pictures, tables, graphs, maps, virtual tour applications, sound recordings, music, videos, digital boards, online meeting tools, etc.) that will be used appropriately for the purpose. b) Decides on the functions of the multimedia elements they have identified (creating synonyms, supporting meaning, or creating meaning on their own). c) Uses the selected multimedia elements in the speech content, taking into account their interactions with each other.	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
17	5-8	T.K.5.6. T.K.6.6. T.K.7.6. T.K.8.6.	Can create content with multimedia elements in a speech.	a) Identifies the multimedia elements (photographs, images, tables, graphs, maps, virtual tour applications, sound recordings, music, videos, digital whiteboards, online meeting tools, etc.) that will be used appropriately for the purpose. b) Decides on the functions of the multimedia elements they have selected (creating synonyms, supporting meaning or creating meaning on their own). c) Uses the selected multimedia elements in the speech content, taking into account their interactions with each other. *"The ability to create content using multimedia elements in speech is one of the skills that can be used in oral interaction. Both digital and printed media and tools can be used to develop this skill. Speech exercises can be carried out using multimedia elements in speech, and students can also be encouraged to select these elements and incorporate them into their speech as part of a speech plan (KB2.20, SDB2.1, OB2.7, OB4, E1.1, E3.2).*	e-Presence and Communications, Media and Information Literacy, Learning and Creativity

18	5-8	T.K.5.9. T.K.6.9. T.K.7.9. T.K.8.9.	Can use their voice in an appropriate manner when speaking.	a) Adjusts their breathing correctly. b) Pronounces words correctly. c) Adjusts the volume of their voice. ç) Speaks with correct stress and intonation. *"Students are encouraged to pronounce words in accordance with their pronunciation characteristics. In addition, technological devices and applications can be used to help them speak in an audible tone of voice (OB2.7), and dramatization exercises can also be carried out (E3.3). These exercises can be organised as individual, pair or group work (SDB2.1, SDB2.2)".*	Learning and Creativity
19	5-8	T.K.5.10.T.K.6. 10.T.K.7.10.T.K .8.10.	Can give oral presentations.	a) Makes plans. b) Makes preparations in accordance with the plan. c) Rehearses. ç) Delivers a presentation suitable for the target audience, supported by voice, body language and visuals. d) Answers questions from the audience/viewers. e) Evaluates their presentation in terms of purpose, content, and language/expression. *"When planning oral presentations on scientific topics (T.K.6.10.), students are expected to recognise their need for information (OB1.1), conduct research on printed and digital resources on topics that interest them, and be able to view these topics critically (E1.1, E3.10, OB2.1)".*	Media and Information Literacy, Learning and Creativity
20	5-8	T.K.5.26. T.K.6.26. T.K.7.26. T.K.8.26.	Can engage in self-reflection/ adapt themselves when speaking.	a) Evaluates themselves by justifying the strengths and areas for development in the speaking process. b) Takes measures to support areas for improvement in the process they have experienced and transfer their strengths to subsequent work, thereby guiding the development of their speaking identity. c) Creates a portfolio of products and selections from their conversations (audio recordings, speech texts, presentation videos, multimedia elements, etc.). *Students may be asked to conduct research on the topic covered in the theme and learning outcomes using digital tools (OB2.1). Work may be done to remind students of the rules regarding the protection of personal information when using digital environments (D8.2). Based on their research, they can prepare content such as videos or infographics using appropriate digital applications, taking into account intellectual property rights (OB2.3, OB2.7), and share their work in class or in appropriate digital environments (OB2.5, E3.3).*	e-Presence and Communications, Privacy and Security, Rights and Responsibilities, Media and Information Literacy, Learning and Creativity

21	5-8	T.Y.5.1. T.Y.6.1. T.Y.7.1. T.Y.8.1.	Can manage the writing process.	a) Identifies the writing topic, target audience, and writing tool and environment, including digital ones, by analysing the purpose, context and possibilities. *"When starting a writing project, the writing topic is selected considering the purpose, possibilities, and context. After selecting the topic, the target audience, writing tools and environment (including digital ones) are decided upon considering the writing purpose, possibilities, and context (KB2.13, E3.7)".*	e-Presence and Communications, Ethics and Empathy
22	5-8	T.Y.5.5. T.Y.6.5. T.Y.7.5. T.Y.8.5.	Can respond appropriately in written communication.	a) Analyses the target audience of the message, its content and structure (subject, main idea, purpose, structure and language features, etc.). b) Determines the response it will give (how to respond, what information and justifications to use, etc.) using the data analysed. c) Provides a response that reflects personal opinions and evaluations. *"When participating in digital communities and networks (OB2. 6), efforts are made to ensure that they respond appropriately to written interactions (T.Y.5.5.)".*	Active Participation, e-Presence and Communications, Ethics and Empathy, Rights and Responsibilities
23	5-8	T.Y.5.6. T.Y.6.6. T.Y.7.6. T.Y.8.6.	Can create content using multimedia elements in writing.	a) Identifies the multimedia elements (photographs, images, tables, graphs, maps, sound recordings, music, videos, etc.) that will be used appropriately for the purpose. b) Decides on the functions of the multimedia elements they have selected (creating synonyms, supporting meaning, or creating meaning on their own). c) Uses the identified multimedia elements in their writing, taking into account their interactions with each other. *"Being able to create content with multimedia elements in writing is one of the skills that can be used in written production and written interaction. Both digital and printed media and tools can be used to develop this skill. Writing exercises can be carried out using multimedia elements, or students can be encouraged to select and use them in their writing as part of a writing plan (KB2.20, SDB2.1, OB2.7, E1.1, E3.2)".*	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
24	5-8	T.Y.5.22. T.Y.6.22. T.Y.7.22. T.Y.8.22.	Can engage in self-reflection/ adapt themselves when writing.	a) Evaluates themselves by justifying the strengths and areas for improvement in the writing process. b) Takes measures to support areas for improvement in the process they have experienced and transfer their strengths to subsequent work, thereby guiding the development of their identity as a writer. c) Creates a portfolio of their writing (dictionary, diary, memoir, travelogue, poetry, anthology of quotations, proverbs and idioms, etc.). *"Students can be encouraged to research one of the folk songs with a story from printed or digital sources (OB2.1) and share the information they have acquired with their peers".*	Media and Information Literacy, Learning and Creativity

25	5-8	T.Y.5.22. T.Y.6.22. T.Y.7.22. T.Y.8.22.	Can engage in self-reflection/ adapt themselves when writing.	a) Evaluates themselves by justifying the strengths and areas for improvement in the writing process. b) Takes measures to support areas for improvement in the process they have experienced and guide the development of their identity as a writer by transferring their strengths to subsequent work. c) Creates a portfolio and selection file (dictionary, diary, memoir, travelogue, poetry, selection of quotations, proverbs and idioms, etc.) from their writings. *"They may be asked to research the traditional clothing, cuisine, hospitality, celebrations, and other culturally specific practices of different cultures; prepare comparative presentation highlighting their similarities and differences; and share this presentation in class or in appropriate digital environments (E2.1, E3.5)".*	Media and Information Literacy, Learning and Creativity
26	5-8	T.Y.5.22. T.Y.6.22. T.Y.7.22. T.Y.8.22.	Can engage in self-reflection/ adapt themselves when writing.	a) Evaluates themselves by justifying the strengths and areas for improvement in the writing process. b) Takes measures to support areas for improvement in the process they have experienced and transfer their strengths to subsequent work, thereby guiding the development of their identity as a writer. c) Creates a portfolio and selection file (dictionary, diary, memoir, travelogue, poetry, selection of quotations, proverbs and idioms, etc.) from their writings. *"Using graphic design tools related to any selected sector, students may be asked to prepare an original advertising brochure or brand logo and share this brochure or logo in printed or digital form in class or in appropriate digital environments. Students can be ensured to complete the responsibilities specified in the guidelines within the planned time (D16.3, E2.2)".*	Media and Information Literacy, Learning and Creativity

8. Secondary School Mathematics Curriculum (Grades 5, 6, 7 and 8)

No.	Grade Level	Code	Learning Outcomes	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	5	MAT.5.1.1	Can read and write six-digit numbers and generalise them to multi-digit numbers.	a) Collects information about numbers with more than six digits based on different contexts in daily life.	Learning and Creativity
2	5	MAT.5.1.2	Can solve real-life problems involving natural numbers and operations.	h) Evaluates the validity of generalisations using mathematical examples.	Learning and Creativity
3	5	MAT.5.3.1	Can use mathematical tools and technology for basic geometric drawings.	a) Recognises the necessary tools and technologies for drawing points, lines, line segments, rays, angles, circles, and perpendiculars. c) Uses appropriate tools and technologies to create points, lines, line segments, rays, angles, circles, and perpendiculars.	Learning and Creativity
4	5	MAT.5.3.2	Can reflect experiences based on basic geometric drawings.	a) Reviews their experience based on basic geometric drawings.	Learning and Creativity
5	5	MAT.5.3.3.	Can use mathematical tools and technology for measuring angles.	a) Recognises the necessary tools and technology for measuring angles.	Learning and Creativity
6	5	MAT.5.3.4.	Can make inferences about angles based on the position of two or three lines on a plane.	b) Identifies and lists the angles formed on a plane based on the relative positions of two or three lines.	Learning and Creativity
7	5	MAT.5.3.5.	Can interpret polygons as closed shapes formed by lines intersecting sequentially on a plane.	b) Creates various polygons using the successive intersections of at least three lines on a plane, such that the last line intersects the first line.	Learning and Creativity
8	5	MAT.5.3.7.	Can use mathematical tools and technology to make judgments regarding the sides of triangles constructed with the centres of the two circles intersecting at two points on the plane and one of the intersection points of the circles.	b) Identifies the scalene, isosceles, and equilateral triangles constructed using the centres of the intersecting circles and one of their intersection points in a given drawing.	Learning and Creativity

9	5	MAT.5.4.3.	Can interpret the perimeter of a rectangle with natural number side length when the area is given, and its area when its perimeter is given.	c) States that rectangles with the same perimeter may have different areas, and rectangles with the same area may have different perimeters.	Learning and Creativity
10	5	MAT.5.5.1.	Can work with categorical data and make data-driven decisions.	f) Analyses the collected data using an appropriate visualisation tool.	Media and Information Literacy, Learning and Creativity
11	5	MAT.5.5.2.	Can discuss statistical results and interpretations based on categorical data created by others.	c) Refutes or accepts results or comments based on categorical data created by others.	Media and Information Literacy, Learning and Creativity
12	6	MAT.6.3.1.	Can classify angles formed by two parallel lines and a transversal line on a plane.	a) Identifies the angles formed by two parallel lines and a transversal in a plane.	Learning and Creativity
13	6	MAT.6.3.3.	Can make inferences about quadrilaterals where line segments centring each other are diagonals using mathematical tools and technology.	c) Compares the created quadrilaterals with their assumptions.	Learning and Creativity
14	6	MAT.6.3.4.	Can solve problems related to the angles of triangles, trapezoids, parallelograms, rhombuses, rectangles, and squares.	h) Evaluates the validity of generalisations using mathematical examples.	Learning and Creativity
15	6	MAT.6.4.2.	Can use prior experience related to the area formula of a rectangle in parallelograms and triangles.	a) Reviews the area formula for a rectangle.	Learning and Creativity
16	6	MAT.6.4.4.	Can make inferences about the relationship between the circumference and diameter of a circle.	d) Makes assessments based on the relationship they have established.	Learning and Creativity

17	6	MAT.6.5.1.	Can work with categorical or quantitative (discrete) data and make data-driven decisions.	f) Analyses collected data using appropriate tools.	Media and Information Literacy, Learning and Creativity
18	6	MAT.6.5.2.	Can discuss statistical results or interpretations based on categorical or quantitative (discrete) data created by others.	c) Refutes or accepts statistical results or interpretations based on categorical or quantitative (discrete) data created by others.	Media and Information Literacy, Learning and Creativity
19	6	MAT.6.6.1.	Can estimate the probability of an event based on observation.	c) Makes judgements regarding the use of relative frequency to calculate probability values based on inferences.	Learning and Creativity
20	7	MAT.7.3.1.	Can make inferences about the construction of the images of shapes under reflection transformation.	d) Assesses the contribution of a proposition to determining whether the two given equivalent shapes are symmetrical with respect to a line and to constructing the line of symmetry for a symmetrical shape.	Learning and Creativity
21	7	MAT.7.3.2.	Can use their previous experience of transformation in the construction of the perpendicular bisector and angle bisector.	b) Makes inferences about the construction of the perpendicular bisector of a line segment and the angle bisector of an angle based on the properties of the line of symmetry.	Learning and Creativity
22	7	MAT.7.4.2.	Can interpret the surface area of a rectangular prism.	b) Expresses the relationship between the surface area and the surface development of a rectangular prism.	Learning and Creativity
23	7	MAT.7.4.5.	Can evaluate the relationships between volume measurement units.	ç) Makes judgements about comparisons.	Learning and Creativity
24	7	MAT.7.5.1.	Can use mathematical tools and technology to determine the medians, angle bisectors and height of a triangle.	b) Determines the relationships between the medians, angle bisectors, and height of a triangle.	Learning and Creativity
25	7	MAT.7.5.2.	Can apply experiences from constructing the perpendicular bisector to constructing the median in a triangle.	c) Evaluates their conclusions through different examples.	Learning and Creativity
26	7	MAT.7.6.1.	Can work with categorical or quantitative (continuous) data and make data-driven decisions.	f) Analyses collected data using appropriate tools.	Media and Information Literacy, Learning and Creativity
27	7	MAT.7.6.2.	Can discuss statistical results and interpretations based on categorical data created by others.	c) Refutes or accepts statistical results or interpretations based on categorical or quantitative (continuous) data created by others.	Media and Information Literacy, Learning and Creativity

28	8	MAT.8.3.1.	Can use mathematical tools and technology to interpret the relationship between the sides and angles of a triangle.	b) Arranges the angles according to the length of the sides of the triangle and the sides according to the size of the angles.	Learning and Creativity
29	8	MAT.8.3.2.	Can use mathematical tools and technology to makes inferences about the relationship between the side lengths of a triangle.	b) Lists the triangles formed by assumed line segments.	Learning and Creativity
30	8	MAT.8.3.5.	Can construct triangles that satisfy the equation $a^2 + b^2 = c^2$ and identify them as right triangles, and interpret that the sum of the squares of the lengths of the perpendicular sides is equal to the square of the hypotenuse's length.	c) Relates the Pythagorean theorem to the angle-side relationship and triangle inequality in triangles to express the relationship between side lengths in acute and obtuse triangles.	Learning and Creativity
31	8	MAT.8.4.3.	Can reason analogically on the volume of a right circular cylinder based on the volume formula.	c) Makes inferences about the volume of a right circular cylinder based on relationships.	Learning and Creativity
32	8	MAT.8.5.1.	Can solve translation transformations using mathematical tools and technology.	b) Identifies the relationships between geometric shapes and images under translation transformations.	Learning and Creativity
33	8	MAT.8.5.2.	Can make inferences about the changes in the translation transformation of the abscissa and ordinates of points belonging to geometric shapes in a rectangular coordinate system and the changes in their reflection transformation relative to the axes.	c) Compares the abscissa and ordinate values of points in the generated images with the assumptions.	Learning and Creativity

34	8	MAT.8.6.1.	Can work with categorical or quantitative (discrete-continuous) data and make data-driven decisions.	f) Analyses collected data using appropriate tools.	Media and Information Literacy, Learning and Creativity
35	8	MAT.8.6.2.	Can discuss statistical results and interpretations based on categorical data created by others.	c) Refutes or accepts statistical results or interpretations based on categorical or quantitative (discrete/continuous) data created by others.	Media and Information Literacy, Learning and Creativity
36	8	MAT.8.7.1.	Can decide on the appropriate approach to the probability of an event that may be encountered in real life (subjective, experimental, theoretical).	e) Reflects their choice of probability approach in their decision.	Media and Information Literacy, Learning and Creativity

9. Social Studies Curriculum (Grades 4, 5, 6 and 7)

Grade	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	4	SB.4.1.1	Can interpret the contributions that social studies lessons will make to life.	a) Examines the individual and societal contributions of the social studies based on case studies. "Written, visual, or digital resources such as scripted comic books and stories (OB2, OB4) may be used in the presentation of case studies".	Media and Information Literacy, Learning and Creativity
2	4	Learning Area 1	Differentiation Section Enrichment	Posters can be prepared in a digital environment to highlight the contributions of social studies. These posters can be used to create a digital exhibition. Students may be asked to express that having different individual characteristics is a form of richness by writing a poem, song lyrics, or a digital story.	Media and Information Literacy, Learning and Creativity
3	4	Learning Area 2	Bridge Building section	By discussing the evolution and continuity of navigation technologies (GPS, navigation applications, etc.), a connection is established between daily life and geographical information.	Learning and Creativity
4	4	SB.4.2.1	Can use maps when determining location and direction.	a) Explains what the map title means. "Different sources such as navigation applications, satellite images, 3D applications, digital maps (OB2) or colour atlases are used". c) Uses location information and cardinal and main directions to describe their immediate surroundings and country. "Students are asked to use maps and compasses in a digital environment to indicate points they have identified in their immediate surroundings (OB2)".	e-Presence and Communications, Learning and Creativity
5	4	SB.4.2.2	Can analyse the relationship between nature and humans based on their immediate surroundings.	a) Identifies natural environmental elements in their immediate surroundings. "Written, visual or digital resources reflecting the landforms and weather conditions of the immediate surroundings are shared with students (OB1, OB2)".	Learning and Creativity
6	4	SB.4.3.3	Can interpret the importance of recognising common heritage elements in their immediate surroundings.	a) Examines common heritage elements in their immediate surroundings. "Written, visual or digital sources describing common heritage elements in the immediate surroundings are examined (OB2)".	Learning and Creativity
7	4	Learning Area 3	Differentiation Section Enrichment	The information cards to be prepared for the family history exhibition can be created digitally.	Learning and Creativity
8	4	SB.4.4.2	Can interpret the contributions of the Republic to our lives.	a) Examines the changes brought about by the Republic through memories, stories, and visual content that describe the period.	Learning and Creativity

				"Memories, stories, images or digital resources are used to discuss the excitement experienced after the proclamation of the Republic".	
9	4	Learning Area 4	Differentiation Section Enrichment	Can carry out a collage exercise in the digital environment using the photos of Atatürk examining a citizen's petition, at the forest farm, delivering a speech in parliament, explaining the alphabet reform, and introducing the hat.	Learning and Creativity
10	4	Learning Area 5	Differentiation Section Support	A digital content explaining the inconsistency between the level of natural resource use and reserve status can be shown.	Learning and Creativity
11	4	Learning Area 6	Pre-Assessment Process	A worksheet covering the concept of the online environment and the security rules to be observed in the online environment is used.	Privacy and Security
12	4	Learning Area 6	Bridge Building section	Questions directed at students such as "What would you do if someone you didn't know tried to contact you?" and "Who do you turn to for help?" Following these questions, a class discussion is initiated with questions such as "What problems do you encounter on the internet?" and "Who do you turn to for help when faced with these problems?"	Privacy and Security
13	4	SB.4.6.1	Can reflect the security rules that must be followed in the online environment in their actions	a) Reviews experiences in the online environment within the framework of security rules. b) Makes inferences about the security rules that must be followed in the online environment. c) Evaluates conclusions regarding the security rules that must be followed in the online environment.	Ethics and Empathy, Privacy and Security
14	4	SB.4.6.2	Can relate scientists' childhood to their own lives	b) Recognises the conditions of scientists' childhood. "Visual or digital resources prepared by the teacher relating to the childhood of scientists are presented to students (OB1, OB2)".	Learning and Creativity
15	4	Learning Area 6	Differentiation Section Enrichment	Students may be asked to prepare a digital brochure on the safe use of the online environment.	Privacy and Security, Learning and Creativity
16	4	Learning Area 6	Differentiation Section Support	The safe use of the online environment and various materials such as animations and children's books related to scientists' childhoods can be utilised.	Privacy and Security, Learning and Creativity
17	5	SB.5.1.2	Can interpret the impact of respecting cultural characteristics on coexistence	a) Identifies the impact of respecting cultural characteristics on coexistence through examples. "Digital resources may also be utilised (OB2)". b) Transforms the impact of respecting cultural characteristics on coexistence into written, visual, or digital products. "Groups are asked to produce written, visual or digital products on the impact of respecting cultural characteristics on coexistence".	Access and Inclusion, Media and Information Literacy, Learning and Creativity

18	5	SB.5.1.3	Can contribute to cooperation and solidarity activities aimed at maintaining social unity.	a) Examines cooperation and solidarity activities aimed at maintaining social unity. "Digital resources may also be utilised in the process (OB2)".	Active Participation, Access and Inclusion, Learning and Creativity
19	5	SB.5.1.3	Can contribute to cooperation and solidarity activities aimed at maintaining social cohesion.	e) Takes action to implement ideas generated regarding cooperation and solidarity activities aimed at maintaining social unity. "A social media board is created in the classroom".	Active Participation, Access and Inclusion, Learning and Creativity
20	5	SB.5.2.1	Can identify the relative location characteristics of the city in which they live.	a) Identifies the relative location characteristics of the province in which they live. "Digital resources may also be utilised for this purpose (OB2)".	Learning and Creativity
21	5	SB.5.2.2	Can interpret the changes in the natural and human environment in their city, along with their causes and consequences.	a) Examines the factors causing changes in the natural and human environment in the province where they live. "Digital applications showing changes in the natural and human environment over the years can also be used in this process (OB2)".	Learning and Creativity
22	5	SB.5.2.3	Can organise awareness-raising activities to reduce the impact of disasters that may occur in the province where they live.	a) Develops an awareness activity plan to reduce the effects of disasters that may occur in the province where they live. "Digital resources, case studies, and the AFAD Provincial Disaster Risk Reduction Plan can be utilised in this process (OB2)".	Learning and Creativity
23	5	SB.5.2.4	Can gather information on neighbouring countries.	a) Identifies the sources it will use to access information about neighbouring countries. "Digital resources may also be used for this purpose (OB2)".	Learning and Creativity
24	5	Learning Area 2	Differentiation Section Enrichment	Additionally, students can explore digital resources under teacher guidance. Students can create a written, visual, or digital product highlighting the similarities and differences between these two provinces.	Learning and Creativity
25	5	SB.5.3.1	Can share the product created about the common heritage elements in the province where they live.	a) Draws conclusions about the importance of common heritage based on tangible and intangible cultural heritage elements in their province. "Digital resources may also be used (OB2)".	Learning and Creativity
26	5	SB.5.3.2	Can develop an understanding of the social life of the communities that established the first settlements in Anatolia.	a) Examines sources related to the social life of the communities in the first settlements established in Anatolia. "Digital sources may also be used (OB2)".	Learning and Creativity
27	5	SB.5.3.3	Can compare the contributions of Mesopotamian and Anatolian civilisations to the common heritage.	a) Identifies the contributions of Mesopotamian and Anatolian civilisations to the common heritage. "Additionally, digital resources and virtual museum applications can also be utilised (OB2)".	Learning and Creativity

28	5	SB.5.4.1	Can analyse the relationship between the concepts of democracy and republic.	a) Identifies the characteristics of the concepts of democracy and republic. "Digital resources may also be examined (OB2)".	Learning and Creativity
29	5	SB.5.4.2	Can make inferences about the importance of being an active citizen in terms of its impact on the community.	b) Lists the characteristics that an active citizen should possess. "…digital resources may also be utilised (OB2)".	Learning and Creativity
30	5	SB.5.4.3	Can question the importance of fundamental human rights and responsibilities.	c) Gathers information on the importance of fundamental human rights and responsibilities. "Digital resources are also utilised".	Rights and Responsibilities, Learning and Creativity
31	5	SB.5.4.4	Can gather information on the institutions that can be contacted in case of need and when faced with a problem.	a) Identifies the sources from which information can be gathered about institutions that can be contacted in case of need or when faced with a problem. "They are required to identify written, visual or digital sources they can consult to gather information about ways to address the selected need or resolve the problem (SDB1.2, OB1, OB2, OB4)".	Active Participation, Media and Information Literacy, Learning and Creativity
32	5	Learning Area 4	Differentiation Section Enrichment	Students may be asked to prepare a blog post related to one of the fundamental characteristics of the republic using digital applications. The prepared work can be shared via digital applications so that the whole class can contribute. If technological resources are insufficient, this activity can be transformed into writing and sharing a newspaper column, creating a headline news story, or writing lecture notes or a speech.	Learning and Creativity
33	5	Learning Area 4	Differentiation Section Support	Card games prepared about institutions that can be contacted in case of need or when faced with a problem can be played. The websites of institutions that can be contacted can be explored.	Active Participation, Media and Information Literacy, Learning and Creativity
34	5	SB.5.5.1	Can interpret the impact of efficient resource use on nature and people.	a) Examines the impact of efficient resource use on nature and people through different sources. "Digital resources may also be utilised in this process (OB2)". b) Transforms the impact of efficient resource use on nature and people into written, visual or digital products.	Learning and Creativity
35	5	SB.5.5.2	Can plan the necessary budget to meet needs and wants.	a) Identifies the resources required for the budget aimed at meeting needs and wants. "Digital resources may also be utilised in this process (OB2)".	Learning and Creativity

36	5	SB.5.5.3	Can summarise the economic activities in the province where they live.	a) Analyses the economic activities in the province where they live. "Students can also use digital resources when examining economic activities (OB2). Students are encouraged to use the websites of official institutions such as the governor's office, district governor's office, and provincial agriculture and forestry directorates to identify economic activities in the province where they live (OB2)".	Media and Information Literacy, Learning and Creativity
37	5	Learning Area 6	Pre-Assessment Process	Open-ended questions are used to determine students' level of knowledge regarding the impact of technological and scientific developments on human life, the security rules that must be followed when using the digital environment, its informed use, and fundamental rights and freedoms.	Privacy and Security, Rights and Responsibilities, Media and Information Literacy
38	5	SB.5.6.1	Can discuss the effects of technological developments on society.	a) Provides reasons regarding the effects of technological developments on society. b) Identifies inconsistencies in discussions about the effects of technological developments on society. c) Refutes or accepts opinions regarding the effects of technological developments on society.	Access and Inclusion, Media and Information Literacy, Health and Well-being
39	5	SB.5.6.2	Can create products related to the importance of informed use of technological products.	a) Draws conclusions based on evidence regarding the importance of the informed use of technological products. b) Creates products based on their own conclusions regarding the importance of the informed use of technological products. c) Shares products created based on the importance of the informed use of technological products.	Privacy and Security, Media and Information Literacy, Health and Well-being, Learning and Creativity, Consumer Awareness
40	5	Learning Area 6	Differentiation Section Enrichment	Students may be asked to conduct research on the importance of using technological products in an informed manner and present their research orally in class.	Media and Information Literacy, Learning and Creativity
41	5	Learning Area 6	Differentiation Section Support	The learning process concerning the effects of inventions and technological products on human and social life can be supported with visual and auditory materials. The informed use of technological products can be examined through pedagogically appropriate animations, short films, and documentaries.	Access and Inclusion, Media and Information Literacy, Health and Well-being, Learning and Creativity
42	6	SB.6.1.1	Can draw conclusions about how the groups one belongs to and one's roles within these groups may change over time.	a) Makes assumptions about the groups they belong to and how their roles within these groups may change over time. "Appropriate digital resources may also be used in this process (OB2)".	Learning and Creativity
43	6	SB.6.1.2	Can interpret the impact of our cultural ties and national values on social unity.	a) Examines the impact of our cultural ties and national values on social unity. "Appropriate digital content may also be included in the process (OB2)".	Learning and Creativity

				b) Transforms the knowledge gained about the impact of our cultural ties and national values on social unity into a written, visual, or digital product.	
44	6	SB.6.1.3	Can discuss solutions to problems encountered in social life.	a) Recognises problems encountered in social life. "Appropriate digital resources may also be included in the process (OB2)".	Learning and Creativity
45	6	Learning Area 1	Differentiation Section Enrichment	They may be asked to prepare a school newspaper or digital bulletin board addressing the resolution of a social issue based on their immediate surroundings.	Learning and Creativity
46	6	Learning Area 1	Differentiation Section Support	Information may be requested regarding the cultural ties that influence social unity from the general network.	Media and Information Literacy
47	6	SB.6.2.1	Can identify the location characteristics of our country, continents and oceans.	a) Identifies the relative and absolute location characteristics of our country and the relative location characteristics of the continents and oceans. "Digital resources may also be used for this purpose (OB2)". "Digital maps may also be used for visualisation purposes".	Learning and Creativity
48	6	SB.6.2.2	Can analyse the relationship between the natural and human environmental characteristics of our country.	a) Identifies the natural and human environmental characteristics of our country. "For this purpose, digital resources may also be utilised (OB2)".	Learning and Creativity
49	6	SB.6.2.3	Can interpret our country's cultural collaborations with the Turkic world.	a) Explores our country's cultural collaborations with the Turkic world. "By examining the Map of the Turkic World from the provided visual or digital resources (SBAB10, E3.2), students gain an understanding of the vast geography where Turkic culture is practised". "Digital resources may also be utilised for this purpose (OB2)".	Learning and Creativity
50	6	Learning Area 2	Differentiation Section Enrichment	Information cards, posters, a board game or a digital presentation can be prepared on the natural and human environmental characteristics of our country and their interrelationships. Students can create a written, visual, or digital product introducing a country from the Turkic world that they are curious about, highlighting its various characteristics such as population, climate, economic activities, landforms, and historical structures.	Learning and Creativity
51	6	SB.6.3.1	Can question the contributions of the first Turkic states established in Turkistan to our civilisation.	a) Defines a topic they are curious about regarding the contributions of the first Turkic states established in Turkistan to our civilisation. "Digital resources may also be utilised (OB2)". ç) Evaluates the accuracy of the information gathered about the contributions of the first Turkic states established in Turkistan to our civilisation.	Privacy and Security, Media and Information Literacy, Learning and Creativity

				"The reliability of the source's digital identity or extension (OB2) is taken into account when assessing the accuracy of information obtained from digital sources".	
52	6	SB.6.3.2	Can reason about the contributions of Islamic civilisation to humanity's common heritage in the fields of education, science, law, culture, art and architecture between the 7th and 13th centuries	a) Identifies the contributions of Islamic civilisation to humanity's common heritage. "Digital sources may also be utilised (OB2)".	Learning and Creativity
53	6	SB.6.3.3	Can evaluate the changes that occurred in the social and cultural life of the Turks following the adoption of Islam from the perspective of the period.	a) Analyses the changes that occurred in the social and cultural life of the Turks following the adoption of Islam based on sources. "Written, visual, and, if available, digital sources about the pre-Islamic social and cultural life of the Turks are presented (OB1, OB2)".	Learning and Creativity
54	6	SB.6.3.4	Can summarise the impact of political activities and military struggles that took place between the 11th and 13th centuries on the Turkification and Islamisation of Anatolia.	a) Analyses the political activities and military struggles that influenced the Turkification and Islamisation of Anatolia between the 11th and 13th centuries. "Digital sources may also be utilised (OB2)".	Learning and Creativity
55	6	Learning Area 3	Differentiation Section Enrichment	Students may be asked to research elements of Turkish culture and use these elements to create a digital comic book or animation. Students may be asked to prepare an interactive "Visual change map" in a digital environment, illustrated with pictures and to which students contribute interactively, about the changes that took place in the social and cultural life of the Turks following the adoption of Islam. Students may be asked to search online sources related to the Khorasan Dervishes and the Turkification of Anatolia.	Learning and Creativity
56	6	Learning Area 4	Bridge Building section	A public service announcement about the impact of digitalisation and technological developments on human life is shown.	Access and Inclusion, Rights and Responsibilities, Media and Information Literacy, Learning and Creativity, Health and Well-being, Consumer Awareness
57	6	SB.6.4.2	Can interpret the importance of fundamental rights and responsibilities for maintaining social order.	b) Presents the importance of fundamental rights and responsibilities in maintaining social order through written, visual or digital means.	Media and Information Literacy, Learning and Creativity

58	6	SB.6.4.3	Can question the effects of digitalisation and technological developments on the exercise of citizenship rights.	a) Defines the effects of digitalisation and technological developments on the exercise of citizenship rights. b) Asks questions about the effects of digitalisation and technological developments on the exercise of citizenship rights (5W1H). c) Gathers information about the effects of digitalisation and technological developments on the exercise of citizenship rights. ç) Evaluates the information gathered about the effects of digitalisation and technological developments on the exercise of citizenship rights in terms of timeliness and scientific validity. d) Draws conclusions based on the information they have evaluated as accurate regarding the effects of digitalisation and technological developments on the exercise of citizenship rights.	Access and Inclusion, Rights and Responsibilities, Media and Information Literacy
59	6	Learning Area 4	Differentiation Section Enrichment	Can prepare a digital display board introducing the concepts of "political parties, NGOs, media" that influence management's decision-making processes. Can design a comic book reflecting different perspectives on the impact of digitalisation and technological developments on citizens' rights. Can prepare a presentation on the positive or negative impact of social media on the exercise of citizenship rights and on the rights themselves.	Active Participation, Rights and Responsibilities, Media and Information Literacy, Learning and Creativity
60	6	Learning Area 4	Differentiation Section Support	The stages of using digital applications providing public services can be illustrated on diagrams.	Active Participation, Rights and Responsibilities, Media and Information Literacy
61	6	SB.6.5.1	Can analyse the relationship between our country's resources and economic activities.	a) Identifies the characteristics of our country's resources and economic activities. "Digital resources may also be used during investigations (OB2)". b) Identifies the relationships between our country's resources and economic activities. "...they are provided with the opportunity to draw a map showing economic activities or create a digital map".	Learning and Creativity
62	6	SB.6.5.2	Can draw conclusions about the relationship between economic activities and professions.	a) Relates economic activities and professions based on their observations and experiences. "Digital resources can also be utilised in this process (OB2)". b) Makes inferences about the professions that may emerge in the future based on changes in economic activities.	Access and Inclusion, Learning and Creativity

				"Technological developments, artificial intelligence, and digitalisation are considered for their potential impact on future professions".	
63	6	SB.6.5.3	Can develop a project proposal for investment and marketing for a designed product.	a) Questions investment and marketing projects for a product they have designed. "Digital resources can be utilised in this process (OB2)".	Learning and Creativity
64	6	Learning Area 5	Differentiation Section Support	Learning can be supported with digital content that highlights the relationship between economic activities and professions.	Learning and Creativity
65	6	Learning Area 6	Bridge Building section	Students are asked to express their views on how daily life and culture are affected by rapid changes in transportation and communication technologies.	Access and Inclusion, Media and Information Literacy, Learning and Creativity
66	6	SB.6.6.1	Can construct the role of developments in transport and communication technologies in cultural interaction.	a) Presents the causal relationships regarding the role of developments in transport and communication technologies in cultural interaction. b) Presents a meaningful whole regarding the role of developments in transport and communication technologies in cultural interaction.	Access and Inclusion, Media and Information Literacy, Learning and Creativity
67	6	SB.6.6.2	Can gather information about the copyright and patent processes for a product or idea.	a) Identifies the sources from which to gather information about the copyright and patent processes for a product or idea. b) Gathers information about the copyright and patent processes for a product or idea from the identified sources. c) Verifies the information gathered regarding the copyright and patent processes of a product or idea. ç) Records the verified information regarding the copyright and patent processes of a product or idea.	Ethics and Empathy, Rights and Responsibilities, Media and Information Literacy, Learning and Creativity
68	6	Learning Area 6	Differentiation Section Enrichment	Students may be asked to write a digital comic book explaining the positive and negative effects that developments in transport and communication technologies will have on cultures. They may be asked to reflect on and make inferences about how these technologies might influence future cultures, taking into account future developments in transportation and communication technologies.	Access and Inclusion, Media and Information Literacy, Learning and Creativity
69	6	Learning Area 6	Differentiation Section Support	The effects of transportation and communication tools on cultural change can be examined through digital content such as animations, films, and educational videos.	Learning and Creativity
70	7	SB.7.1.1	Can question the importance of effective communication in the groups they belong to and in social life.	a) Identifies topics of interest related to the importance of effective communication in the groups they belong to and in social life. "The process can also be supported by digital resources (OB2)".	Learning and Creativity

71	7	SB.7.1.1	Can question the importance of effective communication in the groups they belong to and in social life.	c) Gathers information about the importance of effective communication in the groups they belong to and in social life. "Subsequently, brainstorming is conducted on situations encountered in daily life and digital environments that hinder effective communication, and the fishbone technique is used to identify the causes of communication problems".	e-Presence and Communications, Ethics and Empathy
72	7	SB.7.1.2	Can generate ideas for maintaining equal opportunities for individuals with special needs.	a) Recognises the importance of maintaining equal opportunities for individuals with special needs. "Digital resources can also be utilised in the process (OB2)". "These examples are selected from groups involving students (family and school), the social environment (such as the street, traffic, shopping), or digital communication elements".	Learning and Creativity
73	7	SB.7.1.2	Can generate ideas for maintaining equal opportunities for individuals with special needs.	c) Generates new ideas for maintaining equal opportunities for individuals with special needs. "As part of the performance task, a social media board or a project proposal is prepared at the end of the lesson to enable the implementation of the ideas".	Learning and Creativity
74	7	SB.7.1.2	Can generate ideas for maintaining equal opportunities for individuals with special needs.	c) Generates new ideas for maintaining equal opportunities for individuals with special needs. "As part of the performance task, a social media board or a project proposal is prepared at the end of the lesson to enable the implementation of the ideas".	Learning and Creativity
75	7	SB.7.1.3	Can make inferences about the attitudes and behaviours of Turkish society towards national issues.	a) Makes assumptions about the attitudes and behaviours of Turkish society towards national issues. "Digital resources may also be utilised during the process (OB2)".	Learning and Creativity
76	7	Learning Area 1	Differentiation Section Enrichment	Students may be asked to research topics on the internet where Turkish society exhibits similar attitudes and behaviours in the fields of sports, arts, and technology, and write a letter explaining their impact on the Turkish nation.	Access and Inclusion, Media and Information Literacy, Learning and Creativity
77	7	SB.7.2.1	Can interpret the changes brought about by globalisation in human and societal life.	a) Explores the changes brought about by globalisation in human and societal life. "Digital resources may also be used for this purpose (OB2)".	Learning and Creativity
78	7	SB.7.2.2	Can summarise our country's role in solving regional and global problems.	a) Analyses our country's role in solving regional and global problems. "For this purpose, digital resources may also be utilised (OB2)".	Learning and Creativity
79	7	Learning Area 2	Differentiation Section Enrichment	Based on research findings, students may create a written, visual, or digital product. Additionally, students may be asked to design a digital comic book based on the scenarios they have written on the topic.	Learning and Creativity

80	7	Learning Area 2	Differentiation Section Support	Students may be asked to match examples of technological developments in transportation and communication with examples from daily life.	Media and Information Literacy, Learning and Creativity
81	7	SB.7.3.1	Can question the policies that enabled the Ottoman Empire to become a global power.	b) Askd questions about the policies that enabled the Ottoman Empire to become a global power based on the provided sources (5W1H). "Digital sources may also be utilised (E3.10, OB2)".	Learning and Creativity
82	7	SB.7.3.2	Can interpret the innovations implemented by the Ottoman Empire in response to changing global balances, including their causes and consequences.	a) Explores the reasons behind the innovations implemented by the Ottoman Empire in response to changing global balances. "Digital resources may also be used (OB2)".	Learning and Creativity
83	7	SB.7.3.3	Can share the product created regarding elements of Ottoman culture and civilisation.	a) Draws conclusions based on evidence regarding the fundamental characteristics of Ottoman cultural and civilisational elements. "...written, visual or digital sources are examined in groups (OB1, OB2, OB4)".	Learning and Creativity
84	7	Learning Area 3	Differentiation Section Enrichment	Digital story creation programmes can be used for this purpose.	Learning and Creativity
85	7	SB.7.4.2	Can analyse the administrative structure of the Republic of Türkiye.	a) Defines the administrative structure of the Republic of Türkiye. "At this stage, information on the subject can also be examined from digital sources (OB2)".	Learning and Creativity
86	7	SB.7.4.3		a) Examines the relationship between the fundamental characteristics of democracy and the history of democracy in our country using visual/audio/digital historical sources. b) Expresses the relationship between the fundamental characteristics of democracy and our country's history of democracy in their own words, using visual/audio/digital means without altering the meaning.	Learning and Creativity
87	7	SB.7.4.4	Can summarise the problems encountered in the implementation of Democracy	a) Resolves problems that may be encountered in the implementation of democracy. "At this stage, examples found in digital resources can also be examined (OB2)".	Learning and Creativity
88	7	Learning Area 4	Differentiation Section Enrichment	Creates a digital board about the functioning of the legislative, executive, and judicial branches. Students can create a live timeline related to the history of democracy. Timelines can also be created digitally.	Learning and Creativity
89	7	SB.7.5.1	Can interpret national development initiatives along with their causes and consequences.	a) Explores the factors that led to national development initiatives. "Digital resources can be used in this process (OB2)".	Learning and Creativity

90	7	SB.7.5.2	Can analyse the relationship between economic development and the production, distribution and consumption cycle.	a) Identifies the production, distribution and consumption cycle with elements of economic development. "Digital resources can be utilised in this process (OB2)".	Learning and Creativity
91	7	Learning Area 5	Differentiation Section Enrichment	Students can be asked to prepare a short e-book or digital poster supported by visuals related to national development initiatives.	Learning and Creativity
92	7	SB.7.6.1	Can make predictions about the impact of scientific and technological developments on future social life.	a) Relates evidence, observations, and experiences regarding the impact of scientific and technological developments on contemporary social life. b) Relates evidence, observations and experiences regarding the impact of scientific and technological developments on social life to make inferences about the future.	Access and Inclusion, Learning and Creativity
93	7	Learning Area 6	Differentiation Section Enrichment	Students may be asked to prepare interactive presentations on "the impact of scientific and technological developments on future social life", create and perform drama scripts, and write compositions.	Access and Inclusion, Learning and Creativity
94	7	Learning Area 6	Differentiation Section Support	Learning can be supported through educational digital activities such as documentaries, animations, videos, and films related to the impact of scientific and technological developments on future social life.	Learning and Creativity

10. Republic of Türkiye Revolution History and Atatürkism Curriculum (Grade 8)

No.	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	8	ITA.8.1.1	Can interpret the political, social and economic conditions of the Ottoman Empire at the time of Mustafa Kemal's birth, along with their causes and its consequences.	*a) Explores the conditions related to the political, social, and economic conditions of the Ottoman Empire during the period when Mustafa Kemal was born.* *b) Re-expresses the political, social, and economic conditions of the Ottoman Empire during the period when Mustafa Kemal was born in their own words. "*Digital resources may also be used (OB2)". "Students should examine the effects of the Industrial Revolution and the French Revolution in the 18th century on the world in general and the Ottoman Empire in particular through a historical timeline or infographic (SBAB1.2) (OB1, OB2, OB4)".	Learning and Creativity
2	8	ITA.8.1.2.	Can share original products they have created about the life of Atatürk as a child, commander and statesman.	*Asks questions about topics related to Atatürk's life as a child, commander, and statesman that they are curious about.* *Gathers information from the sources they have identified for the product they will create about Atatürk's life as a child, commander and statesman.* *Examines the information gathered for the product they will create about Atatürk's life as a child, commander and statesman in terms of its suitability for the research topic.* *Questions the limitations of the sources they will use for the product they will create about Atatürk's life as a child, commander and statesman.* *Interprets the information in the sources they will use for the product they will create about Atatürk's life as a child, commander and statesman.* *Shares the evidence-based products they have created about the life of Atatürk as a child, commander and statesman.* "Additionally, digital resources may be utilised (OB2)". "Information obtained from research can be prepared by students as a performance task and used in a class magazine or z-book product in the form of a timeline or infographic (OB2)". "The work created by the groups, such as "Child Mustafa, Commander Mustafa Kemal, and Atatürk as a statesman", can be used in a class magazine or z-book format (OB1, OB2)". "The entire research process can be evaluated using a graded scoring key. The created class magazine or z-book is shared at school/on the general network and made available to all students".	e-Presence and Communications, Access and Inclusion, Media and Information Literacy, Learning and Creativity

3	8	ITA.8.1.3.	Can summarise the personality traits of Mustafa Kemal.	*a) Analyses Mustafa Kemal's personality traits.* *b) Expresses Mustafa Kemal's personality traits in their own words.* "Students are divided into groups and examine case studies (memories, anecdotes, etc.) related to Mustafa Kemal Atatürk's childhood and family life, educational life and relationships with friends, military life, diplomatic experiences and statesmanship, as well as his approach/statements (OB1, OB2) regarding these events".	Media and Information Literacy, Learning and Creativity
4	8	ITA.8.2.1.	Can explain the causes of the World War I within their historical context.	*Analyses the causes of the World War I based on evidence. Identifies the conditions that led to the causes of the World War I. Compares the conditions that led to the causes of the World War I with contemporary conditions. Explains the causes of the World War I within the context of the conditions of the time.* "Students explore information about the causes of the World War I through group work (SDB2.2) using different types of sources (OB1, OB2, OB4) (E3.2)".	Media and Information Literacy, Learning and Creativity
5	8	ITA.8.2.3.	Can question the impact of the fronts on which the Ottoman Empire fought in the World War I on the course of the war.	*a) Identifies topics of interest regarding the impact of the fronts where the Ottoman Empire fought in the World War I on the course of the war.* *b) Asks questions about the fronts on which the Ottoman Empire fought during the World War I (5W1H).* *c) Collects information from various sources about the fronts on which the Ottoman Empire fought during the World War I.* *ç) Evaluates the accuracy of the information gathered about the fronts on which the Ottoman Empire fought during the World War I.* *d) Draws conclusions about the impact of the fronts on which the Ottoman Empire fought in the World War I on the course of the war based on the information gathered.* *"*During this process, students consider the reliability of the digital identity and extension of the sources when using information obtained from digital sources (OB2)".	Privacy and Security, Media and Information Literacy, Learning and Creativity
6	8	ITA.8.2.5.	Can develop a perspective on the effects of the World War I on Turkish society.	*a) Examines the social impacts of the World War I through sources.* *b) Expresses the information obtained from sources regarding the social impacts of the World War I in their own words.* *c) Analyses the effects of the World War I on Turkish society based on sources.* *c) Identifies the humanitarian crises caused by the World War I in Turkish society.* *d) Compares the humanitarian crises caused by the World War I in Turkish society with the humanitarian crises of today.* *e) Draws conclusions about the effects of the World War I on Turkish society.* Students examine written and visual sources related to the social effects of the World War I (E3.2, E3.6, OB1, OB2). Digital sources may also be used (OB2, OB4).	Media and Information Literacy, Learning and Creativity

11. Religious Culture and Moral Knowledge Curriculum (Grades 4, 5, 6, 7 and 8)

No.	Grade Level	Code	Learning Outcomes	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	4	DKAB 4.3.3	Can reason about the prophets' love for the environment.	An appropriate video from the Education Information Network (EBA) on the importance of protecting nature and animals can be shown.	Learning and Creativity
2	4	DKAB 4.1.5	Can recite Sübhaneke prayer and interpret its meaning.	Web addresses affiliated with the Presidency of Religious Affairs are determined for listening to the Sübhaneke prayer. Students are provided with these addresses, and a listening activity is conducted to help them learn the correct pronunciation of the prayer (OB2).	Learning and Creativity
3	4	DKAB 4.2.5	Can recite Amentü prayer and interpret its meaning.	To listen to the Amentü prayer and gain knowledge about it, appropriate content is selected from the Education Information Network (EBA). Students are encouraged to use this platform, and a listening activity is conducted to help them learn the correct pronunciation of the prayer (OB2).	Learning and Creativity
4	4	DKAB 4.3.5	Can recite Salli and Barik prayers and interpret its meaning.	The web addresses affiliated with the Presidency of Religious Affairs are determined for listening to the Salli and Barik prayers. Students are encouraged to use these addresses to listen to the prayers and learn their correct pronunciation (OB2).	Learning and Creativity
5	4	DKAB 4.4.4	Can recite Surah Al-Fatiha and interpret its meaning.	The web addresses affiliated with the Presidency of Religious Affairs are determined for listening to the Surah Al-Fatiha. Students are provided with these addresses (OB2) and a listening activity is conducted for them to learn the correct pronunciation of the surah.	Learning and Creativity
6	4	DKAB 4.5.5	Can recite Rabbena prayers and interpret its meaning.	The web addresses affiliated with the Presidency of Religious Affairs are determined for listening to Rabbena prayers. Students are provided with these addresses (OB2) and a listening activity is conducted for them to learn the correct pronunciation of the prayers.	Learning and Creativity
7	5	DKAB 5.1.4	Can recite Surah al-Ikhlas and interpret its meaning.	The web addresses affiliated with the Presidency of Religious Affairs are determined for listening to the Surah Al-Ikhlas. Students are provided with these addresses (OB2) and a listening activity is conducted for them to learn the correct pronunciation of the surah.	Learning and Creativity
8	5	DKAB 5.2.4	Can recite Tahiyyat prayer and interpret its meaning.	The web addresses affiliated with the Presidency of Religious Affairs are determined for listening to the Tahiyyat prayer. Students are provided with these addresses, and a listening activity is conducted to help them learn the correct pronunciation of the prayer (OB2).	Learning and Creativity
9	5	DKAB 5.3.4	Can recite Surah Al- Kawthar and interpret its meaning.	Web addresses affiliated with the Presidency of Religious Affairs are determined for listening to Surah Al-Kawthar. Students are provided with these addresses (OB2) and a listening activity is conducted for them to learn the correct pronunciation of the surah.	Learning and Creativity
10	5	DKAB 5.4.3	Can recite Surah Quraysh and interpret its meaning.	Web addresses affiliated with the Presidency of Religious Affairs are determined for listening to the Surah Quraysh. Students are provided with these addresses (OB2) and a listening activity is conducted for them to learn the correct pronunciation of the surah.	Learning and Creativity

11	6	DKAB 6.3.3.	Can summarise etiquette and courtesy rules.	It is emphasised that courtesy rules must also be followed on social media and the internet, and that attention to privacy is important.	e-Presence and Communications, Ethics and Empathy, Privacy and Security, Rights and Responsibilities, Media and Information Literacy
12	6	DKAB 6.3.2.	Can interpret what it means to be compassionate.	Students are shown digital content from the Education Information Network (EBA) explaining the importance of being compassionate.	Learning and Creativity
13	6	DKAB 6.1.4	Can recite Surah Al-Falaq and interpret its meaning.	Web addresses affiliated with the Presidency of Religious Affairs are determined for listening to Surah Al-Falaq. Students are provided with these addresses (OB2) and a listening activity is conducted for them to learn the correct pronunciation of the surah.	Learning and Creativity
14	6	DKAB 6.2.4	Can recite the iftar prayer and interpret its meaning.	Appropriate content is selected from the Education Information Network (EBA) for listening to the iftar prayer. Students are provided with this address (OB2) and a listening activity is conducted to help them learn the correct pronunciation of the prayer.	Learning and Creativity
15	6	DKAB 6.3.5	Can recite the Qunut prayers and interpret its meaning.	Web addresses affiliated with the Presidency of Religious Affairs are determined for listening to Qunut prayers. Students are provided with these addresses (OB2) and a listening activity is conducted to help them learn the correct pronunciation of the prayers.	Learning and Creativity
16	6	DKAB 6.4.4	Can recite Surah Al-Fil and interpret its meaning.	Web addresses affiliated with the Presidency of Religious Affairs are determined for listening to the Surah Al-Fil. Students are provided with these addresses (OB2) and a listening activity is conducted for them to learn the correct pronunciation of the surah.	Learning and Creativity
17	7	DKAB 7.1.4	Can recite Surah Al-Nas and interpret its meaning.	Web addresses affiliated with the Presidency of Religious Affairs are determined for listening to Surah Nas. Students are provided with these addresses (OB2) and a listening activity is conducted for them to learn the correct pronunciation of the surah.	Learning and Creativity
18	7	DKAB 7.2.4	Can recite Surah Al-Kafirun and interpret its meaning.	Web addresses affiliated with the Presidency of Religious Affairs are determined for listening to the Surah Kafirun. Students are provided with these addresses (OB2) and a listening activity is conducted for them to learn the correct pronunciation of the surah.	Learning and Creativity
19	7	DKAB 7.4.4	Can recite Surah An-Nasr and interpret its meaning.	Web addresses affiliated with the Presidency of Religious Affairs are determined for listening to Surah An-Nasr. Students are provided with these addresses and a listening activity is conducted so that they can learn the correct pronunciation of the surah (OB2).	Learning and Creativity
20	7	DKAB 7.3.1.	Questioning the reasons for and questioning their causes	A suitable visual aid prepared in advance is displayed on the board to make students aware that religion can be interpreted differently. Students are asked to examine the visual aid and share their thoughts on it by taking notes (OB4).	Learning and Creativity

21	8	DKAB 8.1.4	Can recite Surah Al-Masad and interpret its meaning.	Web addresses affiliated with the Presidency of Religious Affairs are determined for listening to the Surah Al-Masad. Students are provided with these addresses (OB2) and a listening activity is conducted for them to learn the correct pronunciation of the surah.	Learning and Creativity
22	8	DKAB 8.2.4	Can recite Surah Al-Ma'un and interpret its meaning.	Web addresses affiliated with the Presidency of Religious Affairs are determined for listening to Surah Al-Ma'un. Students are provided with these addresses (OB2) and a listening activity is conducted for them to learn the correct pronunciation of the surah.	Learning and Creativity
23	8	DKAB 8.3.3	Can recite Surah Al-Asr and interpret its meaning.	Web addresses affiliated with the Presidency of Religious Affairs are determined for listening to the Surah Al-Asr. Students are provided with these addresses (OB2) and a listening activity is conducted for them to learn the correct pronunciation of the surah.	Learning and Creativity
24	8	DKAB 8.4.5	Can recite Ayat al-Kursi and interpret its meaning.	Web addresses affiliated with the Presidency of Religious Affairs are determined for listening to Ayat al-Kursi. Students are provided with these addresses and a listening activity is conducted so that they can learn the correct pronunciation of the verse (OB2).	Learning and Creativity

12. Prophet's Life Curriculum (Grades 5, 6, 7 and 8)

No.	Grade Level	Code	Learning Outcomes	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	5	PH.5.1.1.	Can gather information about the Elephant Incident that influenced the period in which the Prophet was born.	Students may be asked to present the information they have acquired about the Elephant Incident (OB1).	Learning and Creativity
2	5	PH.5.1.2.	Can analyse the relationships of the Prophet with his family elders during his childhood.	Analysis is conducted using event patterns and digital content related to significant events experienced by our Prophet from his youth until his passing (OB2).	Media and Information Literacy, Learning and Creativity
3	5	PH.5.3.1.	Can reason about the importance our Prophet placed on cleanliness.	Posters or short films can be prepared to inform other students. The work done can be assessed using a graded scoring key.	Learning and Creativity
4	5	PH.5.3.2.	Can construct the principles of our Prophet's manners of eating, drinking, and clothing.	After showing content that highlights the points Islam emphasises regarding clean and halal eating, students are encouraged to engage in verbal communication with each other (SDB2.1).	Learning and Creativity
5	6	PH.6.1.1	Can interpret the moral characteristics of our Prophet during his youth.	Students may be asked to prepare digital content on the effects of the Prophet's moral legacy on all of humanity.	Learning and Creativity
6	7	PH.7.2.2.	Can interpret the loyalty of companions from Mecca to the Prophet.	The prominent characteristics of Abu Bakr, Umar, and Uthman are highlighted. These characteristics can be categorised using concept maps, event patterns, or digital content.	Learning and Creativity
7	7	PH.7.3.2.	Can interpret the importance of charity and almsgiving in the life of the Prophet.	Explanations are given on what the Prophet paid attention to while performing the act of fasting and how he practised this act of worship. This topic can be categorised using concept maps, event patterns, or digital content.	Learning and Creativity
8	7	PH.7.4.1.	Can synthesise the Prophet's approach to knowledge.	Students are encouraged to use the information they have gathered from digital resources about the Prophet's approach to knowledge to draw conclusions (OB2).	Media and Information Literacy, Learning and Creativity
9	8	PH.8.3.3.	Can construct examples relating to the importance of trust in Allah in the life of the Prophet.	Examples of events from printed or digital sources regarding the Prophet's understanding of trust in Allah and his exemplary role for Muslims in this regard are given to reveal causal relationships (OB1, OB2).	Learning and Creativity
10	8	PH.8.4.1.	Can gather information on the work ethic of the Prophet.	The Qur'an and hadith sources, academic articles and publications written in the field of Islamic history, and digital resources related to the subject are examined as tools that can be used to access information about the Prophet's work ethic (OB1, OB2).	Learning and Creativity

13. Qur'an Curriculum (Grades 5, 6, 7 and 8)

No.	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	5	KK.5.1.1.	Can analyse the importance of learning the Quran and the manner of reading it.	Students may be asked to conduct interviews on the importance of learning the Qur'an. In the interview, students can present the data they have collected (OB7) in different ways (written report, oral presentation, blog post, etc.).	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
2	5	KK.5.1.6.	Can memorise the Subhaneke prayer and the Rabbena prayers.	During this process, valid and reliable digital resources may be utilised.	Learning and Creativity
3	5	KK.5.2.4.	Can memorise the Tahiyyat prayer.	During this process, valid and reliable digital resources may be utilised.	Learning and Creativity
4	5	KK.5.3.5.	Can memorise the Surah Al-Fatiha.	During this process, valid and reliable digital resources may be utilised (OB2).	Learning and Creativity
5	5	KK.5.4.5.	Can memorise the Surah Al-Ikhdas and Surah Al-Kawthar.	During this process, valid and reliable digital resources may be utilised.	Learning and Creativity
6	6	KK.6.1.1.	Can find the verses, surahs, hizbs, and juz that constitute the internal structure of the Qur'an.	During this process, students are expected to recognise their need to gather information and prepare a presentation after gathering information (OB1).	Media and Information Literacy, Learning and Creativity
7	6	KK.6.1.2.	Can pronounce the soft letters of the Qur'an.	During this process, the letters are repeated using valid and reliable digital sources.	Learning and Creativity
8	6	KK.6.1.3.	Can read verses 84-105 of Surah Al-Baqarah aloud.	The recitation of these verses can be supported by playing them from valid and reliable digital sources.	Learning and Creativity
9	6	KK.6.1.5.	Can memorise the Salli and Barik prayers.	During this process, valid and reliable digital resources may be utilised.	Learning and Creativity
10	6	KK.6.2.2.	Can read verses 106-134 of the Surah Al-Baqarah.	The teacher reads verses 106-134 of Surah Al-Baqarah or plays them for the students via digital resources (OB2).	Learning and Creativity
11	6	KK.6.2.5.	Can memorise the Surah Quaraysh.	During this process, valid and reliable digital resources may be utilised.	Learning and Creativity
12	6	KK.6.3.2.	Can read verses 135-163 of the Surah Al-Baqarah.	Students are provided with reliable and valid digital materials to listen to verses 135-163 of Surah Al-Baqarah.	Learning and Creativity
13	6	KK.6.3.3.	Can gather information about verse 41 of the Surah Al-Ankabut.	They may be asked to prepare a digital presentation on verses 67-73 of Surah Al-Baqarah.	Learning and Creativity
14	6	KK.6.3.5.	Can memorise the Surah Al-Falaq.	During this process, valid and reliable digital resources may be utilised.	Learning and Creativity

15	6	KK.6.4.1.	Can classify the states of tenvin and sakin nun.	Classification schemes and digital content can be utilised during classification.	Learning and Creativity
16	6	KK.6.4.2.	Can read the Surah Ya-sin.	The surah Ya-Sin is read to students by the teacher or played for them using reliable and valid digital materials.	Learning and Creativity
17	6	KK.6.4.5.	Can memorise the Surah An-Nas.	Valid and reliable digital resources may be used during this process.	Learning and Creativity
18	7	KK.7.1.3.	Can pronounce throat letters.	During this process, opportunities are provided to practise the letters using valid and reliable digital resources.	Learning and Creativity
19	7	KK.7.1.4.	Can read verses 164-186 of the Surah Al-Baqarah.	The aforementioned verses can be played from valid and reliable digital sources to support students' recitation.	Learning and Creativity
20	7	KK.7.1.6.	Can memorise the Qunut prayers.	During this process, valid and reliable digital resources may be utilised.	Learning and Creativity
21	7	KK.7.2.3.	Can read the verses 187-210 of Surah Al-Baqarah.	The recitation of these verses can be supported by playing them from valid and reliable digital sources.	Learning and Creativity
22	7	KK.7.2.6.	Can memorise the Surah Al-Fil.	During this process, valid and reliable digital resources may be utilised.	Learning and Creativity
23	7	KK.7.3.2.	Can read verses 211-230 of the Surah Al-Baqarah.	Students are provided with reliable and valid digital materials covering verses 211-230 of Surah Al-Baqarah.	Learning and Creativity
24	7	KK.7.3.5.	Can memorise Surah An-Nasr.	Valid and reliable digital resources may be utilised during this process.	Learning and Creativity
25	7	KK.7.4.1.	Can articulate the Kalkale.	Valid and reliable digital resources may be utilised during this process.	Learning and Creativity
26	7	KK.7.4.2.	Can read surahs, including Duha-Hümeze.	Students are provided with reliable and valid digital materials to listen to the Duha, Inshirah, Tin, Qadr, Bayyinah, Zilzal, Adiyat, Karia, Tekasür, Asr, and Humazah surahs.	Learning and Creativity
27	7	KK.7.4.5.	Can memorise the surah Al-Masad.	Valid and reliable digital resources may be used during this process.	Learning and Creativity
28	8	KK.8.1.3.	Can articulate tongue and lip letters.	This process allows letters to be repeated using valid and reliable digital sources.	Learning and Creativity
29	8	KK.8.1.4.	Can read verses 231-248 of the Surah Al-Baqarah.	The aforementioned verses can be played from valid and reliable digital sources to support students' recitation.	Learning and Creativity
30	8	KK.8.1.6.	Can memorise verse 255 of the Surah Al-Baqarah.	Valid and reliable digital resources may be used during this process.	Learning and Creativity
31	8	KK.8.2.2.	Can read verses 249-264 of the Surah Al-Baqarah.	Verses 249-264 of Surah Al-Baqarah are read by the teacher or played to students via digital resources (OB2).	Learning and Creativity
32	8	KK.8.2.4.	Can interpret the meaning of the Surah Al-Kafirun.	By utilising reliable and valid digital content, the meaning of the surah can be projected onto the board.	Learning and Creativity
33	8	KK.8.2.5.	Can memorise the Surah Al-Kafirun.	During this process, valid and reliable digital resources may be utilised.	Learning and Creativity

34	8	KK.8.3.1.	Can articulate examples related to the rules of vakıf, iptida and vasıl.	At this stage, the question-and-answer technique can be used and digital content can be utilised.	Learning and Creativity
35	8	KK.8.3.2.	Can read verses 265-282 of the Surah Al-Baqarah.	The teacher reads verses 265-282 of Surah Al-Baqarah or plays them for students using valid and reliable digital resources.	Learning and Creativity
36	8	KK.8.3.5.	Can memorise the surah Al-Ma'un.	During this process, valid and reliable digital resources can be utilised.	Learning and Creativity
37	8	KK.8.4.1.	Can articulate examples related to pause.	In this process, valid and reliable digital resources may be utilised. / In this process, students are expected to utilise digital applications (OB2).	Learning and Creativity
38	8	KK.8.4.2.	Can read the surah Al-Fath and surah Al-Hujurat.	Students are provided with reliable and valid digital materials to listen to the Surah Al-Fath and Surah Al-Hujurat (OB2).	Learning and Creativity
39	8	KK.8.4.3.	Can interpret Prophet Job's prayer.	The meaning of Prophet Job's prayer, found in verse 83 of the Surah Al-Anbiya, is explained using reliable and valid digital content.	Learning and Creativity
40	8	KK.8.4.4.	Can interpret the meaning of the surah Al-Asr.	The meaning of the surah can be projected onto the board or written down using reliable and valid digital content.	Learning and Creativity
41	8	KK.8.4.5.	Can memorise the surah Al-Asr.	Valid and reliable digital resources may be used during this process.	Learning and Creativity

14. Religious Culture and Moral Knowledge Course Curriculum (Grades 9, 10, 11 and 12)

No.	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	9	9.1.4	Can summarise the messages of the verses 17-27 of the Surah Ar-Rum.	The verses 17-27 of the Surah Ar-Rum are examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
2	9	9.2.4	Can summarise the messages of the verse 177 of the Surah Al-Baqarah.	The meaning of verse 177 of Surah Al-Baqarah is examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
3	9	9.3.4	Can summarise the messages of verse 21 of Surah Al-Baqarah, verse 56 of Surah Az-Zariyat, and verse 99 of Surah Al-Hijr.	The verses 21 of Surah Al-Baqarah, 56 of Surah Az-Zariyat, and 99 of Surah Al-Hijr are examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
4	9	9.4.4	Can summarise the messages of the verses 23-29 of Surah Al-Isra.	The verses 23-29 of Surah Al-Isra are examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
5	9	9.5.4	Can summarise the messages of the verses 45-46 of Surah Al-Ahzab and verses 43-44 of Surah An-Nahl.	The verses 45-46 of Surah Al-Ahzab and 43-44 of Surah An-Nahl are examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
6	10	10.4.2.	Can analyse the relationship between technology and ethics.	The aim is for students to develop a sense of responsibility in technological fields such as social media, genetics, biotechnology, artificial intelligence, warfare technology, virtual reality, and digital games, and to behave in accordance with the principles of personal rights, data protection, and privacy. Information about events related to Personal Data Protection Day can be provided during this process. Students protect their own, their family's and others' private space and information, and they do not violate the freedoms of others, while respecting personal boundaries. It is emphasised that ethical rules must be observed in the development and use of technology.	e-Presence and Communications, Ethics and Empathy, Privacy and Security, Rights and Responsibilities, Consumer Awareness
7	10	10.1.3	Can summarise of the messages of verse 36 of Surah Al-Isra and verse 23 of Surah Al-Mulk.	The verses 36 of Surah Al-Isra and 23 of Surah Al-Mulk are examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
8	10	10.2.3	Can summarise of the messages of verses 22-24 of Surah Al-Hashr.	Verses 22-24 of Surah Al-Hashr are examined by referring to printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
9	10	10.3.4	Can summarise the messages of verse 90 of Surah An-Nahl, verse 58 of Surah An-Nisa, and verse 208 of Surah Al-Baqarah.	The verses 90 of Surah An-Nahl, 58 of Surah An-Nisa, and 208 of Surah Al-Baqarah are examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
10	10	10.4.4	Can summarise the messages of verse 41 of Surah Ar-Rum.	The verse 41 of the Surah Ar-Rum is examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity

11	10	10.5.3	Can summarise the messages of verse 13 of Surah Al-Hujurat.	Verse 13 of Surah Al-Hujurat is examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
12	10	10.4.3	Can summarise the relationship between environment and technology.	By showing documentaries or short films related to environmental problems caused by technological developments (climate change, deforestation, endangered animals, urban sprawl, consumerism, etc.), students can be encouraged to develop awareness of the environment and living creatures.	Learning and Creativity, Consumer Awareness
13	11	11.1.3	Can summarise the messages of the verse 286 of the Surah Al-Baqarah.	Verse 286 of Surah Al-Baqarah is examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
14	11	11.2.4	Can summarise the messages of the verses 190-191 of the Surah Ali Imran.	Verses 190-191 of Surah Ali Imran are examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
15	11	11.3.4	Can summarise the messages of the verse 9 of the Surah Ar-Rum.	Verse 9 of the Surah Ar-Rum is examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
16	11	11.4.4	Can summarise the messages of the verses 1-5 of the Surah Al-Hadid.	Verses 1-5 of the Surah Al-Hadid are examined by referring to printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
17	11	11.3.3	Can reason about the current state and future of the Islamic civilisation.	The work of institutions such as the Turkish Cooperation and Coordination Agency (TIKA), the Presidency for Turks Abroad and Related Communities (YTB), the Yunus Emre Institute (YEE), the Türkiye Maarif Foundation (TMV), and the Turkish Diyanet Foundation (TDV), which contribute to Islamic civilisation and our values, is discussed. Examples of the work carried out by these institutions are presented (documentaries, videos, photographs) to enable students to observe.	Learning and Creativity
18	12	12.1.5	Can summarise the messages of the verse 9 of the Surah Al-Isra.	Verse 9 of the Surah Al-Isra is examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
19	12	12.2.4	Can summarise the messages of the verse 15 of the Surah Al-Ahqaf.	Verse 15 of the Surah Al-Ahqaf is examined by referring to the printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
20	12	12.3.5	Can summarise the messages of the verses 151-152 of the Surah Al-An'am.	Verses 151-152 of the Surah Al-An'am are examined by referring to printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
21	12	12.4.5	Can summarise the messages of the verse 10 of the Surah Al-Hujurat.	Verse 10 of the Surah Al-Hujurat is examined by referring to printed and digital translations published by the Presidency of Religious Affairs.	Learning and Creativity
22	12	12.3.4	Can question issues related to daily life.	Information is provided on health and medical issues (autopsy, euthanasia, organ transplantation, blood donation, treatment with prohibited substances, tattooing, cosmetic surgery and suicide), issues related to social life (peer bullying, mobbing, copyright infringement and other topics covered by human rights), issues related to working life (employee and employer rights, occupational health and safety, work and professional ethics), misconceptions (superstitions and myths such as spirit summoning, fortune telling and witchcraft).	Ethics and Empathy, Privacy and Security, Rights and Responsibilities, Media and Information Literacy
23	12	12.3.3	Can question issues related to addiction.	Information is provided on harmful habits that cause addiction, such as the use of drugs, alcohol, and tobacco, gambling, and technology addiction.	Health and Well-being

15. The Prophet's Life Curriculum (Grades 9, 10, 11 and 12)

No.	Grade Level	Code	Learning Outcomes	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	10	PH.10.2.3	Can summarise the role of Abu Bakr in the process of spreading Islam.	Students may be asked to collaborate to prepare a presentation, infographic, or video on the life of Abu Bakr and his contributions to the call to Islam, and to present this digitally (OB2).	Learning and Creativity
2	10	PH.10.3.2.	Can compare the factions of the Battle of Badr. .	Students may be provided with maps, timelines, or graphs related to the Battle of Badr. They can be encouraged to use these visuals to reconstruct the course of the battle or discuss its outcomes (OB4).	Learning and Creativity
3	10	PH.10.3.3.	Can question the importance of the Battle of Badr. .	Students can be guided to express their own conclusions by conducting research from different sources in order to present the importance of the Battle of Badr for the Islamic history.	Media and Information Literacy, Learning and Creativity
4	11	PH.11.1.1.	Can compare the major cities of the Hijaz region with those of Yathrib in the pre-Islamic period.	Students can be shown a presentation highlighting the importance of Yathrib in Islamic history, with the topic supported visually and aurally.	Learning and Creativity
5	11	PH.11.1.3.	Can summarise the process of Medina becoming the centre of the Islamic state.	Students can be shown a video about the importance of Medina. Questions about the topic can be asked to ensure that students understand the subject.	Learning and Creativity
6	11	PH.11.4.1.	Can think critically on the reactions to the Isra and Miraj events.	Curious and proactive (E2.3) students may be asked to conduct an interview on the topics of Isra and Miraj with an expert in the field via a digital platform (OB2) or in person.	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
7	12	PH.12.1.3.	Can question the importance of Jerusalem in Islamic history.	Students can be asked guiding questions based on a visual, video, or graphic information showing the important structures within the boundaries of the Al-Aqsa Mosque, and they can be asked to name these structures.	Learning and Creativity
8	12	PH.12.2.1.	Can synthesise the place of Aisha in the life of the Prophet.	Students can be shown a presentation containing examples from the life of Aisha, and the topic can be supported visually and aurally.	Learning and Creativity
9	12	PH.12.3.2.	Can summarise the universal messages in the Farewell Sermon.	Farewell Pilgrimage and the Farewell Sermon can be presented in the form of summarised information and topic reviews using interactive digital tools, and questions and activities can be prepared to test students' knowledge.	Learning and Creativity
10	12	PH.12.4.1.	Can construct the process that took place in the Battle of Uhud.	The topic of the Battle of Uhud can be taught using computer-assisted instruction, supported by visual and auditory stimuli tailored to the student's learning pace.	Learning and Creativity

16. Qur'anic Studies Curriculum (Grades 9, 10, 11 and 12)

No.	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	9	KK.9.1.1.	Can gather information about the importance of reading the Qur'an.	The term 'Qur'an' is defined, and its purpose is emphasised. The digital and printed materials necessary to highlight the importance of reading the Qur'an are identified. The digital and printed materials necessary to demonstrate the importance of reading the Qur'an are identified. In this process, question-and-answer method may be used. Using the identified materials, students are provided with gain knowledge about the importance of reading the Quran. Students can be assigned the task of gathering information about its importance from valid and reliable translations, commentaries, and hadiths, as well as encyclopaedias and digital resources. The work carried out can be assessed using an observation form. The information obtained is verified by referring to the relevant sections of the aforementioned sources. While recording the information obtained about the importance of reading the Qur'an, students may be asked to write a short text, prepare a poster, brochure or wall newspaper, or create digital material.	Media and Information Literacy, Learning and Creativity
2	9	KK.9.2.2	Can articulate letters with vowel points.	Practices are carried out under the guidance of the teacher to pronounce these letters using vowels and med letters. Practices aimed at pronouncing letters with vowels can be evaluated using grading scales and checklists. Students are provided with access to valid and reliable elifba applications on general access networks and use them to benefit from elifba applications available on valid and reliable public access networks (OB2).	Media and Information Literacy, Learning and Creativity
3	9	KK.9.2.3	Can articulate special cases related to pronunciation.	Digital elifba applications available on reliable and valid public access networks are utilised. Feedback is provided to students regarding the difficulties they may encounter during exercises related to the pronunciation, articulation points, and reading of letters. Students are shown or played a video of the Qur'an being read in accordance with the rules of beautiful recitation. An activity is designed based on this video. At the end of the activity, students are given examples of proverbs/sayings and idioms related to patience, emphasising that they have the ability to overcome difficulties, that they need to be consistent, determined and persistent in their work in order to overcome difficulties.	Learning and Creativity
4	9	KK.9.2.4	Can articulate med (extension) and their variants	The topic is reinforced by practising on different examples. Digital elifba applications available on valid and reliable public access networks are utilised.	Learning and Creativity

				Students are given the opportunity to develop and improve their work. A voice-over activity related to types of media is designed so that during the implementation, the student actively listens to their teacher and classmates, expresses their feelings and thoughts about the information they have learned during this process, and participates in group communication (SDB2.1).	
5	9		Support	Students at different learning levels can be supported with worksheets appropriate to their level as well as reliable and valid digital content. Students can be asked to read a surah they have previously memorised aloud, if possible, so that they can progress at their own learning pace. For visually impaired students who know Braille, the book Braille Qur'an Elif-Bâ by the Presidency of Religious Affairs can be used. For hearing-impaired students, the Presidency of Religious Affairs' book titled "Elif-Bâ for the Hearing Impaired" can be used.	Learning and Creativity
6	9		Support	Students can be encouraged to memorise surahs using the cognitive apprenticeship method so that they can progress at their own learning pace. Students who have difficulty reading the Qur'an aloud can be directed to listen to and follow along with pages 1-15 of Surah Ali Imran and pages 1-6 of Surah Ya-Sin, using reliable and valid digital content. For visually impaired students who know Braille, the Qur'an prepared in Braille by the Presidency of Religious Affairs can be used.	Media and Information Literacy, Learning, and Creativity
7	9	KK.9.3.1	Can read pages 1-15 of Surah Ali Imran (verses 1-115) and pages 1-6 of Surah Ya-Sin (verses 1-83) in accordance with the rules.	Students are provided with valid and reliable online sources belonging to the Presidency of Religious Affairs to read Surah Ali Imran pages 1-15 and Surah Ya-Sin pages 1-6 (OB2).	Learning and Creativity
8	9	KK.9.4.2	Can memorise the surahs Al-Fatiha, Kawthar, Ikhlas, Al-Fil, and Quaraysh.	The importance of memorising certain verses and surahs is emphasised, highlighting their special place in the teaching of the Qur'an. The surahs to be memorised are recited several times in class by the teacher after saying the auzu basmala, or these surahs are played for the students digitally. Students are asked to listen to the surahs to be memorised outside the educational environment as well. Emphasis is placed on memorising surahs in class. Students are given a specific time to memorise the surah. Students are provided with the opportunity to recognise valid and reliable sources in the digital environment and to use the general access networks belonging to the Presidency of Religious Affairs (OB2).	Media and Information Literacy, Learning and Creativity

				Activities involving the recitation and narration of the surahs included in the theme content can be evaluated using checklists and observation forms.	
9	10	KK.10.1.2	Can compare the steps involved in understanding the Qur'an.	Students are shown examples of translations, interpretations and commentaries in printed or digital form and are given the opportunity to examine them.	Learning and Creativity
10	10		Support	Students can be supported with worksheets appropriate to their level and valid, reliable digital content so that they can progress at their own pace. Students may be asked to create a table summarising one of the topics covered in the content.	Learning and Creativity
11	10		Support	Students at different learning levels can be asked to read aloud a surah they have previously memorised as a method to facilitate reciting. Students at different learning levels can be directed to listen to and follow pages 16-27 of Surah Ali Imran and pages 1-10 of Surah Al-Hajj using reliable and valid digital content. For visually impaired students who know Braille, the Qur'an prepared in Braille by the Presidency of Religious Affairs can be used.	Media and Information Literacy, Learning and Creativity
12	10	KK.10.3.1	Can read the pages 16-27 of the Surah Ali Imran (verses 116-200) and the pages 1-10 of the Surah-Al-Hajj (verses 1-78).	Students may be asked to complete the performance task specified in the learning evidence. Feedback is provided to students regarding the performance task. They are asked to listen to pages 16-27 of the Surah Ali-Imran and pages 1-10 of the Surah Al-Hajj from reliable and valid sources (OB2).	Learning and Creativity
13	10	KK.10.4.2	Can memorise the surahs Al-Ma'un, Al-Kafirun, Al-Nasr and Ayat al-Kursi.	The importance of memorising certain verses and surahs is emphasised, highlighting that they hold a special place in the teaching of the Qur'an and are recited during prayers and various religious ceremonies. The verses and surahs to be memorised are read aloud several times in class by the teacher, beginning with the auzu basmala, or these surahs are played or shown to the students digitally. The groundwork is laid for students to memorise the verses and surahs by developing their reading skills. Students are given sufficient practice in reading aloud until they reach a level where they can recite the verses and surahs to be memorised correctly and fluently. The surahs to be memorised are obtained from valid and reliable digital content. Students are provided with these contents to listen to in class. Emphasis is placed on memorising surahs in class. Students are given a specific period of time to memorise the surah. Students memorise the surahs and verses to be recited (Surahs Al-Ma'un, Al-Kafirun, Al-Al-Nasr and Ayat al-Kursi) from valid and reliable digital sources (OB2).	Media and Information Literacy, Learning and Creativity

				Applications for reading and reciting the surahs in the theme content can be assessed using checklists.	
14	10		Support	For students at different learning levels, surah memorisation activities can be conducted using cognitive apprenticeship methods. Students who struggle with memorisation can be supported with reliable and valid digital content. Students may be asked to create an identity card with one of the surahs included in the content. For visually impaired students who know the Braille alphabet, the Qur'an prepared in Braille by the Presidency of Religious Affairs can be used.	Learning and Creativity
15	11	KK.11.1.1	Can gather information about explaining the Qur'an within the framework of the Prophet's Sunnah.	Students may be assigned the task of gathering information from reliable and valid sources regarding the explanation of the Qur'an through the Sunnah. The concept of the Sunnah is explained by evaluating the results reached by the working groups. The tools and equipment to be used to obtain information on explaining the Qur'an through the Sunnah are determined. Using the specified digital and printed tools and equipment, students are provided with access to information about the explanation of the Qur'an through the Sunnah. Based on the students' desire to discover, research and understand, the importance of explaining the Qur'an through the Sunnah of the Prophet is emphasised (E.1.1).	Media and Information Literacy, Learning and Creativity
16	11	KK.11.2.5	Can articulate the letter lam in Lafzatullah.	While covering the theme content, digital applications that present relevant tajweed topics on valid and reliable general access networks are utilised. Students are given the opportunity to develop and improve their work. Students are encouraged to listen actively to their teacher and participate in application activities, either individually or in groups.	Learning and Creativity
17	11		Support	Students can be supported with appropriate worksheets and reliable, valid digital content to enable them to progress at their own learning pace. Students may be asked to create a table summarising the pronunciation patterns of calm mims.	Learning and Creativity
18	11	KK.11.3.1	Can read pages 1-18 of Surah Al-Nisa (verses 1-101) and pages 1-6 of Surah Al-Fussilat (verses 1-54) in accordance with the rules.	Students are shown/played the recitation of the first page of the relevant surahs using digital tools, or the page is read by the teacher after reciting the auzu basmala. Attention is drawn to the fact that an ideal recitation of the Qur'an depends on the application of tajweed rules and that the tajweed rules are applied in the recitation the students listen to. Students are provided with the opportunity to listen to and follow the 1st to 18th verses of Surah Al-Nisa and the 1st to 6th verses of Surah Al-Fussilat from valid and reliable sources (OB2).	Learning and Creativity

19	11		Support	Students can be given Surah memorisation exercises using the cognitive apprenticeship method to enable them to progress at their own learning pace. Students who have difficulty reading the Qur'an aloud can be directed to listen to and follow along with pages 1-15 of Surah Ali Imran and pages 1-6 of Surah Ya-Sin, using reliable and valid digital content. For visually impaired students who know Braille, the Qur'an prepared in Braille by the Presidency of Religious Affairs can be used.	Learning and Creativity
20	11	KK.11.4.2.	Can gather information on memorising the Surahs Al-Masad, Al-Falaq, and Al-Nas, and verses 285-286 of the Surah Al-Baqarah.	The importance of memorising verses and surahs is emphasised, highlighting their special place in the teaching of the Qur'an. The verses and surahs to be memorised are read aloud several times in sequence by the teacher, who begins with the euzübesmele, or these surahs are played/shown to the students digitally. Valid and reliable digital resources are used for the surahs that students need to memorise Students are provided with the opportunity to listen to these surahs in class. is emphasised. Students are provided with the opportunity to listen to and follow the surahs Tebbet, Felak, Nâs and verses 285-286 of Surah Bakara from valid and reliable sources (OB2).	Learning and Creativity
21	12	KK.12.2.1	Can articulate examples relating to pause.	An example of Pause is shown/played to students using digital tools. Students' attention is drawn to the relevant topic, and the concept of Pause is discussed alongside other examples. Points to consider when performing pause are explained. Sample applications and recitations are performed to ensure comprehension and reinforcement of the topic. Feedback is provided to students regarding the applications performed. Based on students' self-confidence and study habits, they are motivated to overcome the difficulties they encounter and are asked to apply the rules related to Pause (E1.3).	Learning and Creativity
22	12	KK.12.2.3	Can identify the waqf, sujud, hizb, and juz' signs in the Qur'an.	The recitation of a page of the Qur'an containing secavend signs is played or shown digitally.	Learning and Creativity
23	12		Support	Students can be asked to recite a previously memorised surah so that they can progress at their own pace. Students can be guided to listen to and follow pages 1-22 of Surah Al-Ma'idah and pages 1-4 of Surah Luqman using reliable and valid digital content. For visually impaired students who know Braille, the Qur'an prepared in Braille by the Presidency of Religious Affairs can be used.	Learning and Creativity

24	12	KK.12.3.1	Can read pages 1-22 of Surah Al-Ma'idah (verses 1-120) and pages 1-4 of Surah Luqman (verses 1-34) in accordance with the rules.	Students are provided with the opportunity to listen to and follow the verses of Surah Al-Ma'idah, pages 1-22, and Surah Luqman, pages 1-4, from reliable and valid sources (OB2).	Learning and Creativity
25	12	KK.12.4.2	Can memorise the surahs Al-Asr and Al-Qadr and verses 23-25 of the surah Al-Hashr.	The importance of memorising certain verses and surahs is emphasised, highlighting their special place in the teaching of the Qur'an. The verses and surahs to be memorised are read aloud several times by the teacher after reciting the auzu basmala, or these verses and surahs are played for the students digitally. The relevant verses and surahs are repeated to the students in sequence and in short sections using the cognitive apprenticeship method. Students are provided with the opportunity to listen to and follow the surahs Al-Asr and Al-Qadr and verses 23-25 of the surah Al-Hashr from valid and reliable sources (OB2).	Learning and Creativity

17. Basic Religious Knowledge Curriculum (9)

No.	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	9	TDB.9.1.1.	Can question the creation of humans and the universe, their characteristics and purpose	Students are asked questions based on a literary text, poem, or visual material provided to test their prior knowledge about the characteristics and purpose of human creation.	Learning and Creativity
2	9	TDB.9.3.3.	Can classify basic worships by their characteristics and relations with each other.	Videos related to the performance of Hajj and Umrah can be used.	Learning and Creativity
3	9	TDB.9.4.2.	Can question positive and negative attitudes and behaviours according to Islamic ethics.	Students may be asked to list the fundamental ethical attitudes and behaviours found in verses 23-38 of Surah Al-Isra. Students may be shown educational videos produced by public institutions and organisations.	Learning and Creativity
4	9	TDB.9.4.3.	Can think critically about bad habits and addictions.	During Green Crescent Week, students are asked to give presentations in class or in the school conference hall on bad habits and ways to protect themselves from and overcome them.	Health and Well-being
5	9	TDB.9.4.3.	Can think critically about bad habits and addictions.	Anticipates the consequences of bad habits and technology addiction.	Health and Well-being

18. Turkish Language and Literature Curriculum (Preparatory, Grades 9, 10, 11 and 12)

No.	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	Preparatory	TDE3.4.	Reflecting (Speaking)	a) TDE3.4.1. Self-evaluates. b) TDE3.4.2. Responds. (Can adapt their speech for digital environments.)	e-Presence and Communications, Ethics and Empathy
2	Preparatory	Theme 2	Differentiation section Support	During the learning process, infographic texts, digital tools, worksheets, etc. can be suggested to students regarding which fundamental elements should be considered when evaluating a travelogue, poem, or theatre piece. Students can then be provided with a programme related to the travelogue or a theatre play to watch. (OB2.)	Learning and Creativity, Media and Information Literacy
3	Preparatory	TDE3.4.	Reflecting (Speaking)	a) TDE3.4.1. Self-evaluates. b) TDE3.4.2. Responds. (Can adapt their speech for digital environments.)	e-Presence and Communications, Ethics and Empathy
4	Preparatory	TDE1.1. TDE1.2	Managing Listening/Viewing	a) TDE1.1.1. Makes choices. b) TDE1.1.2. Maintains the relationship. (OB2., SDB2.1.) a) TDE1.2.1. Establishes connections with prior knowledge. b) TDE1.2.2. Makes predictions. (OB2., SDB2.3.)	Media and Information Literacy, Learning and Creativity
5	9	TDE2.2.	Making Sense (Reading)	a) TDE2.2.1. Establishes connections with prior knowledge. b) TDE2.2.2. Makes predictions. Mind maps can be prepared in a digital environment and then shared on the EBA platform. (SDB1.2, OB2).	e-Presence and Communications, Learning and Creativity
6	9	Theme 1	Differentiation Section Enrichment	Students may be asked to evaluate the poem they have read in terms of emotion, thought, aesthetic value, etc., and to create a picture, song, short story, or digital story based on their evaluations.	Learning and Creativity
7	9	TDE2.2.	Making Sense (Reading)	a) TDE2.2.1. Establishes connections with prior knowledge. b) TDE2.2.2. Makes predictions.	Learning and Creativity

				Digital tools that enable students to better reflect on these processes can be utilised, allowing the teacher to view all students' comments on the selected text simultaneously on a learning wall. (OB2, E3.5).	
8	9	TDE3.2. TDE3.3.	Creating content Applying rules	a) TDE3.2.9. Presents. f) Uses body language and the space. Students can make this presentation using digital tools (OB2).	Learning and Creativity
9	9	TDE2.3.	Analysing	a) TDE2.3.1. Identifies the parts. b) TDE2.3.2. Identifies the relationships between parts. c) TDE2.3.3. Identifies interactions between parts. Discussion activities can be shared via EBA, other learning management systems, digital boards, etc. (OB2)	e-Presence and Communications, Learning and Creativity
10	9	TDE3.1.	Managing conversation	a) TDE3.1.1. Makes choices. b) TDE3.1.2. Maintains the relationship. Visuals to be used in preparing the presentation can be found using digital tools. (SDB1.2, OB2).	Learning and Creativity
11	9	TDE2.3.	Analysing	a) TDE2.3.1. Identifies the parts. b) TDE2.3.2. Identifies the relationships between parts. c) TDE2.3.3. Identifies interactions between parts. Discussion activities can be shared via EBA, other learning management systems, digital boards, etc. (OB2)	e-Presence and Communications, Learning and Creativity
12	9	TDE3.2.	Creating content	a) TDE3.2.1. Establishes connections with prior knowledge. b) TDE3.2.2. Makes predictions. c) TDE3.2.3. Compares. ç) TDE3.2.4. Classifies. d) TDE3.2.5. Re-expresses. e) TDE3.2.6. Responds. f) TDE3.2.7. Creates meaning through sound. g) TDE4.2.8. Uses visual elements. ğ) TDE3.2.9. Presents. Digital tools may be utilised in this process (SDB1.2, OB2).	Learning and Creativity
13	9	TDE4.2.	Creating content	a) TDE4.2.1. Connects with prior knowledge.	Learning and Creativity

				b) TDE4.2.2. Makes predictions. c) TDE4.2.3. Compares. ç) TDE4.2.4. Classifies. d) TDE4.2.5. Re-expresses. e) TDE4.2.6. Responds. f) TDE4.2.7. Uses visual elements. g) TDE4.2.8. Presents. Students can access visuals using digital tools (OB2).	
14	9	Theme 4	Differentiation section Enrichment	Students may be asked to create a new plot based on the structure of the analysed novel or to turn their autobiographies into film strips. The film strip can be prepared using digital tools.	Learning and Creativity
15	10	TDE3.4.	Reflecting (Speaking)	a) TDE3.4.1. Self-evaluates. b) TDE3.4.2. Responds. The audio can be re-edited for publication in digital environments (E3.11)	e-Presence and Communications, Ethics and Empathy
16	10	TDE1.2.	Creating meaning	a) TDE1.2.1. Establishes connections with prior knowledge. b) TDE1.2.2. Makes predictions. c) TDE1.2.3. Draws conclusions. ç) TDE1.2.4. Compares. d) TDE1.2.5. Classifies. e) TDE1.2.6. Responds. In this process, the reliability of information obtained from the digital environment is questioned by students (OB2).	Privacy and Security, Media and Information Literacy
17	10	TDE4.4.	Reflecting	a) TDE4.4.1. Self-evaluates. b) TDE4.4.2. Responds. These products are shared on the classroom/school board or the school's official online platforms. Coping with negative criticism that may be encountered in digital environments is ensured (E1.4, KB3.3)	e-Presence and Communications, Ethics and Empathy
18	10	Theme 1	Differentiation Section Enrichment	Students can be asked to prepare a digital story related to the fairy tale text they have analysed, create infographics on the genres covered in relation to the theme, or watch documentaries on oral tradition products or love poetry contests. *Through group work, students can be asked to create digital content based on a conflict in the fairy tale they have read or the story of a folk song they have listened to and present it in class.	Learning and Creativity

19	10	Theme 3	Differentiation Section Enrichment	Students may be asked to read and analyse one text each from the epic, mesnevi, and fable genres they have studied, compare them with the same genre text analysed in class, and create a comparison table. They may be expected to turn these analysed texts into digital stories or film strips.	Learning and Creativity
20	11	Theme 3	Differentiation Section Enrichment	Students may be asked to reimagine a character from the novel they have read in a way that is appropriate to the context of the text. They are asked to transform this concept into a digital story.	Learning and Creativity
21	11	Theme 4	Differentiation section Enrichment	Students may be expected to conduct research on the development of modern theatre in Turkish literature and share it in secure digital environments.	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
22	12	TE4.2	Creating content	a) TDE4.2.1. Establishes connections with prior knowledge. b) TDE4.2.2. Makes predictions. c) TDE4.2.3. Compares. ç) TDE4.2.4. Classifies. d) TDE4.2.5. Re-expresses. e) TDE4.2.6. Responds. f) TDE4.2.7. Uses visual elements. g) TDE4.2.8. Presents. Digital tools may be used when creating forum text. Links to forums containing prepared texts may be shared. Students may write comments to others. Non-digital products may be displayed on school/class noticeboards (E1.5, E2.3, OB2).	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
23	12	TDE3.4.	Reflecting (Speaking)	a) TDE3.4.1. Self-evaluates. b) TDE3.4.2. Responds. Can adapt speech for digital environments.	e-Presence and Communications, Ethics and Empathy
24	12	Theme 3	Differentiation section Enrichment	Students may be asked to transform the story they have analysed into a digital story.	Learning and Creativity
25	12	Theme 4	Differentiation section Enrichment	Students' work can be shared on the classroom board, in the school magazine, or in secure digital environments.	e-Presence and Communications, Privacy and Security, Learning and Creativity

19. Mathematics Curriculum (Grades 9, 10, 11 and 12)

No.	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	Preparatory	MAT.H.1	MAT.H.1.1. Can use mathematical tools and technologies for solving problems involving linear relationships.	When given two points, students use mathematical software containing digital graphing calculators to find a third point that lies on the same line as those points. Examples are given on when and how these mathematical tools and technologies should be used (OB2, SDB1.2).	Learning and Creativity
2	Preparatory	MAT.H. 3	MAT.H.3.3. Can reason analogically to create encrypted texts.	Groups share the encrypted texts they create with each other in digital environments, paying attention to privacy (OB2).	e-Presence and Communications, Privacy and Security, Learning and Creativity
3	Preparatory	MAT.H. 4	MAT.H.4.1. Can utilise mathematical tools and technologies in construction of different geometric concepts and shapes	Thus, students become familiar with the tools available in the software they will use for digital construction and supports their ability to work in a digital environment (OB2).	Learning and Creativity
4	Preparatory	MAT.H. 4	MAT.H.4.1. Can utilise mathematical tools and technologies in construction of different geometric concepts and shapes	Conducting work in a digital environment using mathematical software contributes to the development of students' digital literacy skills (OB2).	Learning and Creativity
5	Preparatory	MAT.H. 4	MAT.H.4.1. Can use mathematical tools and technologies in construction of different geometric concepts and shapes	c) Uses the mathematical tools and technologies they have identified for the construction of different geometric concepts and shapes.	Learning and Creativity
6	Preparatory	MAT.H. 4	MAT.H.4.2. Can make inferences about the properties of some special quadrilaterals (trapezoid, parallelogram, rectangle, rhombus, square) constructed using mathematical tools and technologies.	When the construction is carried out using mathematical software, students' ability to work with digital tools is also supported (OB2).	Learning and Creativity
7	Preparatory	MAT.H. 4	MAT.H.4.3. Can analyse fractals.	Students' research is prepared and presented in a digital environment, supporting the development of digital literacy skills (OB2).	Learning and Creativity
8	Preparatory	MAT.H. 4	MAT.H.4.3. Can analyse fractals.	d) Evaluates the usefulness of the propositions it presents in the context of relating and classifying quadrilaterals.	Learning and Creativity

9	Preparatory	MAT.H. 5	MAT.H.5.1. Can discuss statistical results or interpretations created by others.	In this process, students are expected to share their ideas and evaluations using digital tools and to interact with each other (OB2).	e-Presence and Communications, Learning and Creativity
10	9	MAT.9.2	MAT.9.2.1. Can make mathematical reasoning on the qualitative properties of the linear reference function defined as f(x) = x in real numbers and of the linear functions derived from this function, namely, $g(x) = a \cdot f(x \pm r) \pm k$, $(a, r, k \in \mathbb{R}, a \neq 0)$.	Students are enabled to effectively use mathematical software or other online tools to develop their skills in using digital learning tools (OB2, MAB5).	Learning and Creativity
11	9	MAT.9.2	MAT.9.2.3. Can solve problems involving equations and inequalities that can be expressed using linear functions.	Spreadsheets and mathematical software are used to demonstrate the transition between these representations (OB2, MAB5).	Learning and Creativity
12	9	MAT.9.3	MAT.9.3.1. Can solve problems using algorithm-based approaches.	Skills such as identifying digital resources while using mathematical tools and technology and updating digital competencies using these resources are put into practice (MAB5, OB2).	Media and Information Literacy, Learning and Creativity
13	9	MAT.9.4	MAT.9.4.1. Can verify or prove the properties of angles and sides of a triangle, and the relationships between the angles and sides of a triangle.	These activities will also support the development of students' skills in designing, developing, editing, and sharing content for digital environments (OB2).	e-Presence and Communications, Learning and Creativity
14	9	MAT.9.5	MAT.9.5.1. Can make inferences related to geometric transformations.	To develop communication and sharing skills, students are given the opportunity to display their work on classroom noticeboards using posters or online applications (OB2, D19.3).	e-Presence and Communications, Learning and Creativity
15	9	MAT.9.5	MAT.9.5.1. Can make inferences related to geometric transformations	Ensuring students' work in the mathematical software used will be important for the formation and development of their skills in developing and sharing content in a digital environment (OB2).	Learning and Creativity
16	9	MAT.9.6	MAT.9.6.1. Can work with single quantitative variable data distributions and make decisions based on data containing a single quantitative variable.	They demonstrate real-life situations they have identified through individual or group work using techniques such as spider web concept maps or create and share them in digital environments using mind mapping tools (OB2).	e-Presence and Communications, Learning and Creativity
17	10	MAT.10.1	MAT.10.1.2. Can reason about the relationships between the greatest common divisor and the least common multiple of more than one natural numbers.	Students can demonstrate their work using information technology tools (OB2, MAB5).	Learning and Creativity

18	10	MAT.10.2	MAT.10.2.2. Can make mathematical reasoning on the qualitative properties of the quadratic reference function f(x) = x^2 and of the quadratic functions derived from it, namely, (g(x) = a · f(x ± r) ± k (a, r, k ∈ $\mathbb{R}$, a ≠ 0)).	Students are asked to compare the results they obtain by working both with paper and pencil and with mathematical software in order to find the sign of a function whose algebraic representation is given, the points where it intersects the axes, the intervals where it is increasing or decreasing, and the maximum and minimum points and values on a graph (OB2, MAB5).	Learning and Creativity
19	10	MAT.10.2	MAT.10.2.6. Can solve problems involving equations and inequalities that can be expressed using linear, quadratic, square root, rational reference functions, and functions derived from them.	Spreadsheets and mathematical software are used to demonstrate these transitions between representations (OB2, MAB5).	Learning and Creativity
20	10	MAT.10.3	MAT.10.3.1. Can solve problems using counting strategies.	When these investigations are conducted in a digital environment, students' ability to make comparisons and draw conclusions is also supported (MAB5, OB2).	Learning and Creativity
21	10	MAT.10.4	MAT.10.4.2. Can make inferences about the properties of auxiliary elements of a triangle.	Reminders about the angle bisector are provided using different mathematical tools and technologies (such as a compass, non-measuring ruler, mathematical software) and different methods (such as the paper folding method) to determine the angle bisector of an interior angle of a triangle (MAB5, OB2).	Learning and Creativity
22	10	MAT.10.4	MAT.10.4.2. Can draw conclusions about the properties of auxiliary elements of a triangle.	Students are encouraged to construct the heights of any two sides of a triangle using different mathematical tools and technologies (such as a compass, unmarked ruler, mathematical software) and different methods (such as the paper folding method) in order to investigate the heights of a triangle (OB2).	Learning and Creativity
23	10	MAT.10.5	MAT.10.5.1. Can make inferences about the distance between two points in a rectangular coordinate system and the coordinates of a point dividing a line segment by a certain ratio.	Additionally, the distance between two points on a map (as the crow flies and by road) is analytically calculated and compared with the actual distance, thereby applying digital literacy skills (OB2).	Media and Information Literacy, Learning and Creativity
24	10	MAT.10.5	MAT.10.5.1. Can make inferences about the distance between two points in a rectangular coordinate system and the coordinates of a point dividing a line segment by a certain ratio.	d) Evaluates propositions in the context of real-life problems.	Learning and Creativity

25	10	MAT.10.6	MAT.10.6.1. Can work with data involving two categorical variables and make decisions based on the relationship between these two categorical variables.	Students demonstrate real-life situations they have identified, either individually or in groups, using techniques such as spider web concept maps, or create and share these real-life situations using tools available in digital environments (OB2).	e-Presence and Communications, Learning and Creativity
26	10	MAT.10.6	MAT.10.6.1. Can work with data involving two categorical variables and make decisions based on the relationship between these two categorical variables.	Attention is paid to ensuring that students are knowledgeable about how to correctly use digital resources when accessing ready-made data (OB2).	Privacy and Security, Media and Information Literacy, Learning and Creativity
27	10	MAT.10.7	MAT.10.7.1. Can make inferences using conditional probability.	Students identify resources containing ready-to-use digital visualisation tools available on the internet and utilise digital tools (OB2).	Media and Information Literacy, Learning and Creativity
28	11	MAT.11.1	MAT.11.1.1. Can make mathematical reasoning on the qualitative properties of trigonometric reference functions defined as $f(x) = \sin x$ ($x \in \mathbb{R}$), $f(x) = \cos x$ ($x \in \mathbb{R}$), $f(x) = \tan x$ ($x \in \mathbb{R}$, $x \neq \pi/2 + k\pi$, $k \in \mathbb{Z}$) and of the trigonometric functions derived from them, namely, $[g(x) = k \cdot f(mx \pm r) \pm s$ ($k, m, r, s \in \mathbb{R}$, $k \neq 0$, $m \neq 0$)].	Students are expected to draw the graphs of trigonometric reference functions using the information they have acquired, with paper and pencil, digital tools, and mathematical software (OB2, MAB5).	Learning and Creativity
29	11	MAT.11.1	MAT.11.1.2. Can solve problems involving equations that can be expressed using trigonometric functions.	Electronic spreadsheets and mathematical software are used to demonstrate transitions between these representations (OB2, MAB5). Spreadsheets and mathematical software are used in solving equations (OB2, MAB5). The accuracy of results is verified using mathematical software (OB2).	Learning and Creativity
30	11	MAT.11.1	MAT.11.1.3. Can make mathematical reasoning on the qualitative properties of exponential reference function defined as $f(x) = a^x$ ($a > 0$, $a \neq 1$) in real numbers and of the exponential functions derived from it, namely, $[g(x) = k \cdot f(mx \pm r) \pm s$ ($k, m, r, s \in \mathbb{R}$, $k \neq 0$, $m \neq 0$)].	When obtaining and interpreting these transformations, mathematical software is used in a way that also supports students' ability to work with digital tools (OB2).	Learning and Creativity

31	11	MAT.11.1	MAT.11.1.4. Can draw conclusions about logarithmic functions by examining the inverse functions of exponential functions.	Students are supported in finding the inverse functions of exponential and logarithmic functions using mathematical tools and technology (OB2, MAB5).	Learning and Creativity
32	11	MAT.11.1	MAT.11.1.5. Can make mathematical reasoning on the qualitative properties of the logarithmic reference function defined as $f(x) = \log_a x$ ($a > 0$, $a \neq 1$, $x > 0$) and of the logarithmic functions derived from it, namely, [$g(x) = k \cdot f(mx \pm r) \pm s$ ($k, m, r, s \in \mathbb{R}$, $k \neq 0$, $m \neq 0$)].	Students are asked to compare the results they obtain with both pen and paper and mathematical software in order to find the sign of such functions and the points where they intersect the axes in their graphical representation (OB2, OB4, MAB5). When making assumptions, a connection is made between the graph of the function obtained using mathematical software and the inequality $3x-2>0$ (OB2). The graphs of the functions f and f^{-1} are plotted using mathematical software to check whether they are symmetric with respect to the line $y = x$ (OB2, MAB5).	Learning and Creativity
33	11	MAT.11.1	MAT.11.1.6. Can solve problems involving equations and inequalities expressed using exponential and logarithmic functions in real-life situations.	Spreadsheets and mathematical software are used to enable students to make the necessary transitions between representations required by the problem and to approach problem solving in an analytical and systematic manner (OB2, E3.6, E3.7, MAB5). Students are encouraged to use different methods to arrive at the solutions of equations and inequalities related to the given problem situations, such as testing the equation or inequality with specific values, applying the qualitative and operational properties of logarithmic and exponential functions, and utilising spreadsheets and graphical representations (OB2, MAB5). The accuracy of solutions is verified using different methods, such as function graphs, the operational properties of logarithmic and exponential functions, and mathematical software (OB2, MAB5).	Learning and Creativity
34	11	MAT.11.1	MAT.11.1.7. Can reason about the composition of functions.	This also contributes to the development of students' skills in working with digital tools (OB2).	Learning and Creativity
35	11	MAT.11.1	MAT.11.1.8. Can interpret the properties of the four operations in functions.	Unlike addition and subtraction operations, multiplication and division operations performed with functions reveal structural changes in the graphical representations of functions, which can be observed using mathematical software (OB2, MAB5).	Learning and Creativity
36	11	MAT.11.2	MAT.11.2.1. Can reason on angle, side, diagonal, symmetry and area properties of quadrilaterals based on angle, similarity and area properties of triangles.	Presenting examples using mathematical software also supports the development of students' ability to work with digital tools (OB2).	Learning and Creativity

37	11	MAT.11.2	MAT.11.2.2. Can construct the relationships between special quadrilaterals based on the properties of sides, angles, diagonals, and symmetry.	These diagrams or concept maps can also be created in digital environments (OB2).	Learning and Creativity
38	11	MAT.11.3	MAT.11.3.1. Can work with data involving two quantitative variables and make decisions based on the relationship between two quantitative variables.	Students demonstrate real-life situations they have identified through individual or group work using techniques such as spider web concept maps or create and share them in digital environments using tools such as mind maps (OB2). Students should be encouraged to discuss how to correctly use digital resources when accessing ready-made data (OB2). Digital tools are created and used during this process (OB2).	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
39	12	MAT.12.1	MAT.12.1.1. Can reason about the properties of arithmetic and geometric sequences.	Selected examples of sequences found by students are displayed using online tools in a way that supports the development of their digital content creation and sharing skills (OB2, MAB5).	e-Presence and Communications, Learning and Creativity
40	12	MAT.12.1	MAT.12.1.4. Can make inferences about the qualitative properties of single-variable polynomial functions with real coefficients.	Students are provided with the opportunity to examine the graphs and algebraic representations of suitable polynomial functions (e.g. $p(x) = x^3 + 3x$, $p(x) = x^4 + x^2 - 5$) created using mathematical software, enabling them to make assumptions about the evenness or oddness of these functions. (OB2, MAB5).	Learning and Creativity
41	12	MAT.12.2	MAT.12.2.2. Can reason about the limit of a function given its algebraic representation at a specific point or at infinity.	This also contributes to the development of students' skills in working with digital tools (OB2, MAB5).	Learning and Creativity
42	12	MAT.12.2	MAT.12.2.5. Can reason about the rate of change of a function around a specific point.	This supports the development of students' skills in working with digital tools (OB2).	Learning and Creativity
43	12	MAT.12.2	MAT.12.2.7. Can reason about the derivative of the sum, difference, product, quotient, and composition of two functions using limit representation of the derivative.	This supports the development of students' digital tool usage skills (OB2).	Learning and Creativity

44	12	MAT.12.2	MAT.12.2.8. Can make inferences about the mathematical representations of a function and its derivative function and the relationships between them.	The accuracy of the graphical representations drawn at this point is verified using mathematical software to develop students' digital tool proficiency (OB2, MAB5).	Learning and Creativity
45	12	MAT.12.2	MAT.12.2.9. Can solve problems using derivatives in real-life situations.	At this stage, mathematical software is used to develop students' skills in working with digital tools (OB2).	Learning and Creativity
46	12	MAT.12.3	MAT.12.3.2. Can make inferences about the properties of angles, chords, and tangents of a circle.	When students use digital applications in the process of forming assumptions and reaching generalisations, their digital literacy skills are also developed (OB2). Students prepare a note using digital tools on how to calculate the area of a tangent quadrilateral and share it with their peers in a digital environment (OB2).	e-Presence and Communications, Learning and Creativity
47	12	MAT.12.3	MAT.12.3.2. Can make inferences about the properties of angles, chords, and tangents in a circle.	a) Makes assumptions about the properties of angles, chords, and tangents in a circle. b) Generalises patterns related to the properties of angles, chords, and tangents in a circle using their assumptions.	Learning and Creativity
48	12	MAT.12.4	MAT.12.4.2. Can reason analogically about relationships between the elements, surface areas, and volumes of a right pyramid, a right circular cone, and a sphere using a right prism and a right circular cylinder.	For example, using digital whiteboard creation tools for classroom use enables the simultaneous evaluation of all students' ideas and the development of their digital literacy skills (OB2).	e-Presence and Communications, Learning and Creativity
49	12	MAT.12.4	MAT.12.4.2. Can reason analogically about relationships between the elements, surface areas, and volumes of a right pyramid, a right circular cone, and a sphere using a right prism and a right circular cylinder.	c) Makes inferences about the relationships between the elements, surface areas, and volumes of a right pyramid, a right circular cone, and a sphere by utilising observed similarities.	Learning and Creativity
50	12	MAT.12.5	MAT.12.5.1. Can work with ready-made data related to social and scientific situations and make decisions based on ready-made data	This enables students to obtain ready-made data from digital sources via national or international official channels (OB2).	Privacy and Security, Media and Information Literacy, Learning and Creativity

20. Physics Curriculum (Grades 9, 10, 11 and 12)

No.	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	9	FIZ.9.3.1.	Can make inferences about pressure.	a) Identifies factors affecting pressure. b) Records data collected related to pressure. c) Uses the mathematical model derived from the data collected related to pressure to make inferences about pressure. "Students collect data related to pressure, the force causing pressure, and surface area using experimental setups, simulations, or animations in a discussion environment (SDB2.1) that takes their experiences into account (SDB1.1). By interpreting the data obtained (OB7), they create a mathematical model of pressure and use the mathematical model to draw conclusions about pressure".	Learning and Creativity
2	9	FIZ.9.4.4.	Can make scientific observations about thermal equilibrium.	a) Describes the characteristics of thermal equilibrium. b) Collects and records data on the process of different substances reaching thermal equilibrium at different temperatures. c) Explains the data obtained on the process of reaching thermal equilibrium. "Students can design experiments or use simulations or animations in which they can change the amount of matter, type of matter, and temperature variables related to thermal equilibrium. Students record data on the initial temperature, final temperature, mass, and specific heat variables of the substances used in the experiment, simulation, or animation in a table. Students discuss the data they have obtained and make comments about thermal equilibrium (OB7)".	Learning and Creativity
3	11	FIZ.11.1.1	Can reason inductively about Newton's Laws of Motion.	a) Discovers the relationships between the resultant force and the motion of objects. b) Makes generalisations about Newton's Laws of Motion. "Students interpret motions or events in experiments or digital content using a discussion method (OB4)".	Learning and Creativity
4	11	FIZ.11.1.3	Can compare static and kinetic friction forces.	a) Identifies the properties of static and kinetic friction forces. b) Lists the similarities between static and kinetic friction forces. c) Lists the differences between static and kinetic friction forces. "The teacher enables students to recognise the frictional force affecting objects that remain stationary despite being forced to move, objects that slide, and objects that rotate, by interpreting the images in case studies or digital content (OB4)".	Learning and Creativity

5	11	FIZ.11.1.5	Can make scientific inferences about variables affecting the terminal velocity.	a) Defines terminal velocity and the variables affecting terminal velocity. b) Collects and records data related to terminal velocity and the variables affecting terminal velocity. c) Evaluates data related to terminal velocity and the variables affecting terminal velocity by interpreting it. "Students are provided with a video of a professional parachutist's experience of jumping from an aircraft and are encouraged to discuss and interpret the parachutist's movements and the variables affecting their movements (OB4)".	Learning and Creativity
6	11	FIZ.11.1.6	Can reason analogically about the orbits and velocity vectors of objects moving in circular motion.	a) Observes the movements of different objects moving in circular motion. b) Identifies the characteristics of the movements of different objects moving in circular motion. c) Makes inferences about the orbits and velocity vectors based on the similarities in the movements of different objects moving in circular motion. "The teacher uses digital tools with visual content (OB4) to show different objects moving in a circular motion so that students can interpret the orbit of Turksat satellites around the Earth or the movement of various amusement park rides, such as Ferris wheels, based on their prior knowledge".	Learning and Creativity
7	11	FIZ.11.3.1	Can inquire about the uses and importance of semiconductors.	a) Defines semiconductors. b) Asks questions about semiconductors. c) Gathers information about semiconductors. d) Evaluates whether the information gathered about semiconductors is correct. e) Draws conclusions about the areas of application and importance of semiconductors based on the information gathered about them. "It is stated that the materials used to make these circuit elements, which are found in electronic devices such as computers, mobile phones and televisions that use circuit boards, are semiconductors".	Learning and Creativity
8	12	FIZ.12.1.5	Can reason inductively about the moment of inertia.	a) Observes the effects of the moment of inertia in multiple situations. b) Identifies the relationship between the moment of inertia and the variables it depends on. c) Generalises the relationship between the moment of inertia and the variables it depends on. "Students interpret the moment of inertia by examining events presented in case studies or digital content such as animations and videos (OB4)".	Learning and Creativity

21. Chemistry Curriculum (Grades 9, 10, 11 and 12)

No.	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	9	KIM.9.1.3.	Can use assumptions in atomic theories to draw conclusions about the changeability of scientific knowledge.	a) Demonstrates the differences in the properties of the atom's structure during the development of atomic theories. b) Uses a prepared data set on the charge, mass, and discovery dates of electrons, protons, and neutrons. c) Assesses the changeability of scientific knowledge by examining scientific data related to atoms and subatomic particles. "The discovery processes of electrons, protons and neutrons can be presented to students using tools such as animations and videos (OB2)".	Learning and Creativity
2	9	KIM.9.2.2.	Can predict the formation of ionic bonds based on scientific observation.	a) Formulates statements based on observations regarding the electrostatic interaction process between cations and anions composed of metals and non-metals. b) Compares statements based on observation and those not based on observation regarding the interaction process between cations and anions. c) Draws conclusions from observational data to substantiate predictions about the interaction process between cations and anions. ç) Makes predictions about unobserved situations related to the interaction process between cations and anions. d) Questions the validity of predictions regarding the interaction between cations and anions. Students are shown an experiment video to observe the reaction process between metallic and non-metallic elements. Students are asked to question the process of cation and anion formation from atoms based on their observations (OB2, OB4), to formulate propositions about the electrostatic interactions of ions, and to list the propositions they have formulated on the activity sheet". Students then watch the experiment video to observe the reaction processes occurring between the components (metal and non-metal elements) of different ionic salts. Students are asked to make predictions about the formation process of different ionic salts based on their observations; to compare their predictions, observations, and explanations with the example they observed in the first experiment video. Students are guided to compare their explanations of ionic bond formation with scientific explanations and to question the validity of their predictions (OB2, OB7).	Learning and Creativity

3	9	KIM.9.2.3.	Can predict covalent bond formation based on scientific observation.	a) Formulates propositions based on observations regarding the electrostatic interaction process between the nuclei of bonding non-metal atoms and the shared electrons. b) Compares propositions based on observations and with those not based on observations. c) Draws conclusions from observational data to substantiate predictions about the interaction process between non-metal atoms. ç) Makes predictions about unobserved situations related to interactions between non-metal atoms. d) Questions the validity of their predictions. "Students observe the change in the behaviour of electrons in two non-metal atoms as they approach each other by examining the animation shown (OB2, OB4). After the observation, students are asked to formulate propositions about the process of covalent bond formation, write their propositions on the activity sheet, and share their propositions with an open mind (SDB2.1, D6.2)".	Learning and Creativity
4	9	KIM.9.2.8.	Can make scientific inferences about the effects of interactions on the properties of solids.	a) Presents the difference in the characteristics of participants with the same or different interactions. b) Uses observational data or a prepared data set to determine the relationship between interactions and particles. c) Compares its findings with those of scientists. "An activity sheet containing observational data (visual, video, etc.) or a ready-made data set that demonstrates how interactions affect the properties of crystalline solids is given to the students. Students are encouraged to examine the data. Students are asked to make generalisations about which crystal solid has what kind of properties based on their observations or the ready-made data set, and to compare their conclusions with those of scientists".	Learning and Creativity
5	9	KIM.9.2.10.	Can use evidence to determine the factors affecting the boiling point of liquids.	a) Identifies criteria for determining the factors affecting the boiling point of liquids (type of intermolecular interaction, atmospheric pressure). b) Organises data selected from observations or prepared data sets in a way that identifies relationships between variables. c) Explains claims about factors affecting boiling point based on evidence. ç) Uses scientific knowledge to support explanations. An experimental demonstration is conducted to show that water can boil at temperatures other than 100 °C, or students are shown a video related to this example. At the end of this discussion, students should arrive at the criteria that affect the boiling point of a pure liquid (atmospheric pressure acting on the liquid surface and the type of intermolecular interaction) (SDB2.1, OB2).	Learning and Creativity

6	9	KIM.9.3.1.	Can conduct an experiment to obtain metal nanoparticles from domestic waste.	a) Defines the terminal velocity and variables affecting the terminal velocity. b) Collects and records data related to the terminal velocity and variables affecting the terminal velocity. c) Evaluates data related to the terminal velocity and variables affecting the terminal velocity by interpreting it. "They are guided to share the data they obtain with their classmates in online environments such as cloud technologies, paying attention to the privacy of personal information (SDB2.2, OB2, D8.2)".	e-Presence and Communications, Privacy and Security, Learning and Creativity
7	9	KIM.9.3.2.	Can solve problems related to the effects of metals, alloys, and metal nanoparticles on ecosystems.	a) Identifies problems related to the effects of metals, alloys, and metal nanoparticles on ecosystems (e.g., heavy metal accumulation in aquatic systems and soil, the problem of metal nanoparticles not being able to be removed from aquatic systems, etc.). b) Summarises the effects of the identified problems on the ecosystem. c) Makes data-based suggestions for solving the problems. ç) Reason about the suggestions for solving the problem. d) Makes assessments regarding the solution to the problem. "At the same time, students can be assigned performance tasks aimed at developing solution proposals related to understanding the problems arising from changes in environmental conditions as a result of developments in industry and technology, recognising their effects on human life and nature, etc. (E3.11, SDB3.2, OB2)".	Learning and Creativity, Consumer Awareness
8	10	KIM.10.1.2.	Can create a model to explain the formation of chemical reactions.	a) Proposes a model representing the formation of chemical reactions based on the rearrangement of particles. b) Tests the validity of the proposed model by examining the formation processes of different chemical reactions. c) Develops its model in accordance with the evidence obtained during the testing process. "Students are asked to compare their own process step-by-step models developed with these materials. Then, they are shown several reaction process experiment videos and are asked to evaluate whether their step-by-step process models explain the reactions and determine what they need to do to improve their own models in line with the evidence they have obtained, and gain the value of diligence by being encouraged to be researchers (SDB1.2, D3.2, D3.3, OB4).	Learning and Creativity
9	10	KIM.10.1.3.	Can make scientific observations regarding the formation of chemical reaction types.	a) Identifies observable indicators (colour change, precipitate formation, energy change, gas release) related to the formation process of reaction types (precipitation, reduction-oxidation, acid-base). b) Collects and records data on observable indicators related to the formation process of reaction types. c) Explains data related to the formation process of reactions using symbolic and sub-microscopic representations.	Learning and Creativity

				"Students observing the precipitation reaction process through sub-microscopic animations compare their own explanations with the observations they make through the animations (OB1)".	
10	10	KIM.10.1.9.	Can question scientifically the relationships between the properties of gases.	a) Formulates researchable questions regarding the relationships between the variables of volume, pressure, temperature, and amount of substance in gases. b) Formulates hypotheses to determine the relationship between variables. c) Plans and carries out research on gas laws that demonstrate the binary relationships between pressure, volume, temperature, and amount of substance. ç) Proposes mathematical models based on the graphs drawn. d) Explains the relationships between gas variables (P, V, T, n) using the graphical and mathematical models obtained. e) Evaluates gas laws using kinetic molecular theory. "Students test their hypotheses using simulations or experiments (OB7)".	Learning and Creativity
11	10	KIM.10.2.1.	Can create a scientific model of the dissolution process.	a) Develops simple particle models to represent the dissolution process. b) Compares models of the dissolution process with scientific models. "Students are then shown animations depicting the dissolution process at the levels of solvent-solvent, solute-solute, and solvent-solute interactions. Students are asked to compare these demonstrations with their own models (SDB1.3, OB2)".	Learning and Creativity
12	11	KIM.11.1.2.	Can formulate hypotheses regarding the potential of substances to be energy sources.	a) Defines problems related to the potential of substances to be a source of energy based on combustion reactions. b) Identifies cause-and-effect relationships regarding the potential of substances to serve as energy sources based on combustion reactions. c) Identifies dependent and independent variables and control variables based on the cause-effect relationships established to determine the potential of substances to be energy sources. ç) Conducts experiments to determine the relationship between variables. d) Develops propositions regarding the potential of fuels or substances that provide energy to living organisms to be a source of energy based on scientific data as a result of experiments. "The effect of energy drinks and sweeteners on water fleas can be observed through a microscope or with the help of an experiment video (OB2)".	Learning and Creativity
13	11	KIM.11.1.7.	Can question scientifically the factors affecting reaction rate.	a) Formulates questions regarding the effect of the reactant type, physical state, reactant concentration, temperature, contact surface of the solid reactant, and catalyst on the reaction rate.	Privacy and Security, Media and Information Literacy, Learning and Creativity

				b) Formulates hypotheses to determine the effect of relevant variables on the reaction rate. c) Plans and conducts an experiment on the effect of the type of reactant, its physical state and concentration, temperature, the contact surface of the solid reactant, and the catalyst on the reaction rate. ç) Analyses and interprets the experimental data. d) Using the experimental results, explains the effect of each variable on the reaction rate at the sub-microscopic level. e) Relates the factors affecting the reaction rate to collision theory. "Students are guided to plan experiments to investigate the effect of each factor on the reaction rate and to carry out the experiments they have planned. Alternatively, students can also conduct the experiment using simulations or artificial intelligence programmes (IBM RXN for Chemistry, Chemputer, Chematica, ChemAI) in virtual environments (OB2). This ensures that students can draw up an effective roadmap for fulfilling their tasks and responsibilities, implement the plan they have prepared to achieve their goals, and know how to access reliable information (SDB1.2, D3.2, D3.3, E3.7)".	
14	11	KIM.11.2.1.	Can observe that reactions can be reversible.	a) Identifies observable characteristics that serve as evidence for the formation of reversible reactions. b) Collects data on observable characteristics in reversible reactions and records the collected data. c) Explains that reactions may be reversible based on data. "Students are provided with an observation environment to conduct experiments, examine visuals, interpret them from a scientific perspective, or make inferences from the digital materials provided (D3.3, OB2, OB4)".	Learning and Creativity
15	11	KIM.11.2.2.	Can make scientific observations-based predictions about the equilibrium process in reactions.	a) Formulates statements about the equilibrium process. b) Compares statements about the equilibrium process that are based on observation and those that are not. c) Draws conclusions from observational data to substantiate statements about the equilibrium process. ç) Makes predictions regarding the equality of forward and reverse reaction rates. d) Questions the validity of their predictions based on scientific data. "Students are asked to compare their observation-based and non-observation-based statements. They are encouraged draw conclusions by substantiating their predictions relating to the equilibrium process with the data obtained from observation environments such as animations, simulations and experiments (OB2)".	Learning and Creativity

				"Students are encouraged to question the validity of their predictions regarding the forward and reverse reaction rates in the equilibrium process using speed-time graphs (OB2)".	
16	11	KIM.11.2.5.	Can question scientifically the factors affecting equilibrium.	a) Formulates researchable questions regarding the effect of concentration, volume, pressure, temperature, and catalyst variables on equilibrium. b) Formulates hypotheses to determine the effect of variables on equilibrium. c) Conducts experiments on the effect of concentration, volume, pressure, temperature and catalyst variables on equilibrium. ç) Analyses and interprets the data obtained from the experiment. d) Explains the results of the experiment using collision theory. e) Relates the factors affecting equilibrium to Le Chatelier's principle. "Students are guided to investigate the effect of concentration, volume, pressure, temperature, and catalyst variables on equilibrium by conducting experiments or observing experiment videos (OB2, OB4). This ensures that students draw up an effective roadmap for fulfilling their tasks and responsibilities, implement the plan they have prepared to achieve their goals, and learn how to distinguish accurate and reliable information and access reliable information (D3.2, D3.3).	Media and Information Literacy, Learning and Creativity
17	11	KIM.11.2.6.	Can make scientific observation on autoionization of pure water.	a) Defines the characteristics that enable the observation of the autoionization of pure water. b) Collects and records data on the autoionization of pure water through observation. c) Explains the autoionization of pure water using the ionisation constant of water. "Simulations or evidence cards are used so that students can observe the autoionization of pure water (25 °C) at a sub-micro and symbolic level and collect data such as pH and conductivity (OB2)".	Learning and Creativity
18	11	KIM.11.2.14.	Can make scientific inferences about the factors affecting the solubility of salts that are poorly soluble in water.	a) Creates different observation environments regarding the factors affecting the solubility of salts that are poorly soluble in water. b) Uses a ready-made data set containing molar solubility and Ksp values to determine the effect of common ions and temperature on the solubility of a salt in water. c) Explains its findings using Le Chatelier's principle. "Students are asked to create different environments (video, animation, experiment, etc.) where they can observe the effect of factors affecting the solubility of poorly soluble salts in water (OB2)".	Learning and Creativity
19	11	KIM.11.3.1.	Can formulate hypotheses regarding the process of obtaining green hydrogen energy from domestic waste using the fermentation method.	a) Identifies research questions regarding the factors affecting the process of obtaining green hydrogen energy from domestic waste using the fermentation method.	Media and Information Literacy, Learning and Creativity, Consumer Awareness

				b) Identifies cause-and-effect relationships regarding the impact of the selected type of domestic waste on the change in hydrogen gas quantity for the purpose of obtaining green hydrogen energy. c) Identifies dependent and independent variables and control variables for green hydrogen production in order to investigate cause-and-effect relationships. ç) Conducts experiments to determine the relationship between variables. d) Presents propositions regarding the factors causing changes in the amount of hydrogen gas. Students examine newspaper articles or gather information about projects such as the Mobile Hydrogen House, Fuel Cell Passenger Transport Vehicle, Hydrogen Fuel Cell Forklift, and IDO Fuel Cell Uninterruptible Power Supply, which were implemented in Istanbul by the International Centre for Hydrogen Energy Technologies (ICHET) (OB2, OB4).	
20	12	KIM.12.1.1.	Can make scientific observations regarding the reduction-oxidation (redox) reaction process.	a) Defines the properties that demonstrate the chemical changes in the reactions of certain metals with oxygen gas/air, dilute hydrochloric acid, and aqueous solutions of metal salts. b) Collects evidence showing chemical changes in reduction-oxidation reactions. c) Explains the reduction-oxidation reaction process using the evidence collected at the macro level, with representations at the micro and symbolic levels. "Students, who are provided with animations showing the formation process of reduction-oxidation reactions at the micro level, compare their observations in the animation with their own explanations (OB2)".	Learning and Creativity
21	12	KIM.12.1.2.	Can conduct scientific inquiry to determine the reactivity series of metals.	a) Formulates research questions related to determining the reactivity series of metals. b) Formulates a hypothesis to answer the research question selected regarding the reactivity series of metals. c) Plans and conducts an experiment to determine the reactivity series of metals. ç) Interprets the data obtained from the experiment results in relation to the hypothesis proposed regarding the reactivity series of metals. d) When explaining the reactivity of metals, it uses representations at sub-microscopic and symbolic levels related to reactions. e) Compares representations of metal reactivity with scientific representations. "Groups carry out an experiment they have planned in virtual or real environments. They collect and record the data related to the topic. They interpret their data based on the hypothesis they have formed regarding the reactivity series (OB4)". "Students are directed to compare their explanations of the relative reactivity series of metals with animations and simulations at the sub-microscopic level.	Media and Information Literacy, Learning and Creativity

				They are asked to review their explanations and revise them if necessary“.	
22	12	KIM.12.1.6.	Can predict the properties of an electrolytic cell based on scientific observations.	a) Formulates statements regarding the necessary conditions for the occurrence of spontaneous reduction-oxidation reactions. b) Compares observations based on and not based on the necessary conditions for spontaneous reduction-oxidation reactions to occur. c) Draws conclusions from observational data at the macro, sub-micro and symbolic levels concerning electrolytic cells. ç) Makes predictions about the unobservable properties of electrolytic cells. d) Questions the validity of its predictions regarding the properties of an electrolytic cell based on scientific knowledge. “Students are asked to examine images or digital materials where they can observe electrolytic cells in which molten salt and water are electrolyzed (OB4)“.	Learning and Creativity
23	12	KIM.12.1.7.	Can use evidence to explain the relationship between matter and electric current in the electrolysis process.	a) Establishes criteria (amount of matter formed at the cathode and anode, amount of current, and duration of electrolysis) to determine the observable and measurable characteristics of the electrolysis process. b) Organises data selected from observations or prepared quantitative data sets related to the electrolysis process in a way that identifies relationships between patterns and variables. c) Explains claims about the relationship between the amount of matter and the amount of electric current in the electrolysis process (the amount of electric current passing through the circuit and the electrolysis time versus the amount of matter released at the electrodes) based on data. ç) Uses scientific knowledge related to Faraday’s law of electrolysis to support their explanations. “Students establish criteria (amount of material formed at the cathode and anode, amount of current, duration of electrolysis) to determine the observable and measurable characteristics of the electrolysis process. Students are asked to examine visual or digital materials that allow them to observe electrolytic cells in which a molten salt is being electrolyzed (OB2, OB4)“. “Students are guided to explain their claims regarding the change in the amount of matter undergoing change at the electrodes in the electrolysis process based on evidence, in relation to the amount of electric current passing through the circuit and the duration of electrolysis (KB2.14, OB2, OB4)“.	Learning and Creativity
24	12	KIM.12.2.3.	Molecules geometry	a) Makes assumptions about molecular geometry. b) Identifies patterns in molecular geometry based on the orientation of hybrid orbitals in space. c) Compares the determined molecular geometries with scientific molecular geometries.	Learning and Creativity

				ç) Presents propositions regarding the formation of molecular geometry based on the results of comparisons. d) Evaluates their propositions based on the VSEPR [Valence Shell Electron Pair Repulsion] theory. "Students are asked to examine the given molecular examples and identify patterns by comparing the geometries of molecules containing the same number of atoms among themselves (SDB2.1, OB2)".	
25	12	KIM.12.3.3.	Can think critically about the impact of artificial intelligence applications on sustainability.	a) Questions the impact of artificial intelligence applications on sustainability . b) Reasons about the impact of artificial intelligence applications on sustainability. c) Reflects on the conclusions reached regarding the impact of artificial intelligence applications on sustainability. "Students are provided with basic information about information processing technologies, such as artificial intelligence applications and machine learning, which enable computers to analyse data, acquire learning capabilities, and make decisions. Students are encouraged to give examples of how these topics are used in everyday life. These examples may include applications such as voice assistants on smartphones, recommendation systems on social media platforms, autonomous vehicles, and diagnostic aids in the healthcare industry".	Media and Information Literacy, Learning and Creativity, Consumer Awareness

22. Biology Curriculum (Grades 9, 10, 11 and 12)

No.	Grade Level	Code	Learning Outcomes	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	9	BIY.9.1.7	Can make scientific inferences about the elements that constitute biodiversity.	b) Students are asked to form small groups and gather information about the elements that constitute biodiversity in Türkiye from reliable sources such as the National Biological Diversity Database, and to record the data obtained.	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
2	9	BIY.9.2.3	Can conduct experiments to determine the presence of carbohydrates, fats, and proteins in the structure of foods.	b) Groups share their experiment results digitally using appropriate web tools.	Media and Information Literacy, Learning and Creativity
3	10	BIY.10.1.1	Can question the necessity of energy for living organisms to continue their lives.	ç-d) Students are asked to evaluate the accuracy of the information they have obtained using reliable sources such as scientific journals and articles, and, when such sources are not available, using their textbooks.	Media and Information Literacy, Learning and Creativity
4	10	BIY.10.1.2	Can create a scientific model related to photosynthesis reactions.	a-b) Students can be shown a slide presentation or short animation/video illustrating the basic steps of photosynthesis reactions. Students are asked to create a model showing the general stages of photosynthesis (light-dependent phase, electron transport system, ATP synthesis, water splitting, light-independent phase, Calvin cycle) through group work. Students share the models they have designed using diagrams, schematics, mock-ups or interactive visual communication applications with their peers interactively using digital tools.	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
5	10	BIY.10.1.5	Can classify types and structures of digestion in living organisms.	c-ç) Students name the types and structures of digestion in living organisms. Students are asked to present their groupings using different methods that showcase their creativity, such as posters/models or appropriate web tools, to ensure a better understanding of the subject.	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
6	10	BIY.10.1.8	Can compare the processes of obtaining energy from different food groups.	b-c) Students may be asked to create a presentation using appropriate web tools to demonstrate their creativity in comparing the processes of obtaining energy from different food groups.	Media and Information Literacy, Learning and Creativity
7	10	BIY.10.2.5	Can interpret the importance of ecological sustainability.	a-b-c) Students are asked to form groups and conduct research on sustainability using reliable sources such as scientific journals and articles. If access to such sources is not possible, the textbook may be used. Students are reminded to take care to protect the privacy of personal information while conducting research and gathering information.	Privacy and Security, Media and Information Literacy, Learning and Creativity

8	10	BIY.10.2.8	Can question the measures taken to protect natural resources and biodiversity.	c) Students are required to conduct research and gather information from reliable sources such as scientific journals and articles to answer the questions they ask. In cases where access to such sources is not possible, the textbook is used. Students are reminded that they must protect the privacy of personal information when using the sources they consult in their research.	Privacy and Security, Media and Information Literacy, Learning and Creativity
9	11	BIY.11.1.2	Can engage in analogical reasoning into the effects of plant hormones on fruit ripening and plant development.	a) The teacher brings a bag of apples containing a rotten apple and a potted plant left in dry or excessively cold conditions to the classroom. The teacher asks what will happen to the other apples in the bag if the rotten apple is not removed, and what can be observed in the growth and development of the potted plant if a toxic substance is mixed into the soil of the plant left without water or in extreme cold. These questions arouse curiosity in the students about the causes of the events occurring in the examples in question. Students are asked to research the mechanisms of action of plant hormones (auxin, gibberellin, ethylene, and abscisic acid) from reliable sources such as scientific journals and articles.	Media and Information Literacy, Learning and Creativity
10	11	BIY.11.1.5	Can classify sensory receptors and the sensory organs in which they are located.	c-ç) Students are expected to use information obtained from reliable sources, images, videos, or models available in the classroom/laboratory to group and label sensory organs and sensory receptors.	Media and Information Literacy, Learning and Creativity
11	11	BIY.11.1.12	Can question development of allergic reactions.	c) Students are asked to identify the sources they will use to gather information about the development of allergic reactions based on the answers they receive about allergies, and to gather information from these sources. Students use written and digital sources to gather information. In this process, students are reminded how to access reliable sources and what measures they need to take to protect personal data. The value of digital privacy is emphasised.	Privacy and Security, Media and Information Literacy, Learning and Creativity
12	11	BIY.11.2.1	Can make scientific inferences about the importance of homeostasis for living organisms.	b) Heterogeneous groups are formed. Groups are asked to collect information/data on examples of homeostasis in different organisms (contractile vacuoles in protists, gills in fish, stomata in plants, etc.) using scientific articles, books, or online sources; if access to such sources is not possible, they may use the textbook. They are then asked to decide together how to organise the information/data they have collected.	Media and Information Literacy, Learning and Creativity
13	11	BIY.11.2.6	Can create a scientific model related to the relationship between the circulatory system and homeostasis.	a) Heterogeneous student groups are formed in the classroom. Based on Starling's hypothesis, the groups outline the general principles of how nutrients and oxygen are transported to cells and waste products are removed from cells in the circulatory system of an organism with homeostatic balance. They are required to develop a scientific model demonstrating this. During this process, the structure of the heart, blood vessels, and lymphatic system, along with the effects on the homeostasis of the circulatory system, are provided. The heart's function, blood's clotting, carbon dioxide and oxygen transport mechanism are not mentioned.	Learning and Creativity

				Students use diagrams, schematics, models, or interactive visual communication applications to design models and share them interactively with their peers via digital tools.	
14	11	BIY.11.2.7	Can demonstrate the role of the respiratory system in maintaining homeostasis with evidence.	c) An electronic presentation containing the answer to the question is created by the group members. Group presentations are shared in class by the group spokespersons.	Learning and Creativity
15	11	BIY.11.2.10	Can formulate hypotheses about the health problems that may arise when homeostasis cannot be maintained.	b-c) Students are asked to research experts from whom they can obtain information about the problem situation they have identified and to prepare a list of questions to ask these experts. Students determine the cause-and-effect relationships related to the problem situation by interviewing the identified expert face-to-face or online, or by obtaining information from the expert through digital communication channels, as expressed in the example: "Headache is a symptom of hypertension because the tension, strain, or damage that occurs in the blood vessels as a result of high blood pressure causes irregular blood flow in the brain".	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
16	12	BIY.12.2.2	Can construct a scientific model of DNA replication.	a) Students are asked to share the models they have designed using diagrams, schematics, models or interactive visual communication applications.	Learning and Creativity
17	12	BIY.12.2.8	Can question the importance of genetic testing and genetic counselling.	c-ç-d) Students gather information from reliable sources such as scientific journals and articles to find answers to their questions about genetic testing and genetic counselling, or they meet with genetic specialists invited to the classroom from the Genetic Disease Diagnosis Centre.	Media and Information Literacy, Learning and Creativity

23. Geography Curriculum (Grades 9, 10, 11 and 12)

No.	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	9	COĞ.9.2.3	Can analyse components that constitute spatial information technologies.	*a) Identifies the components that constitute spatial information technologies.* *b) Identifies the relationships between the components that constitute spatial information technologies.* "The components that constitute spatial information technologies (GIS components; hardware, software, geographic data, methods and users) are identified (OB2)".	Media and Information Literacy, Learning and Creativity
2	9	COĞ.9.3.1.	Can predict the impact of weather events on daily life based on observation.	*a) Relates the effects of information obtained from experience, observation, data and/or geographical representations related to weather events to daily life.* *b) Makes inferences about the effects of information obtained from experiences, observations, data and/or geographical representations related to weather events on daily life.* *c) Makes judgements about the effects of information obtained from experiences, observations, data and/or geographical representations related to weather events on daily life.* *"Geographical representations reflecting meteorological data related to weather events and remote sensing images (satellite and radar) are examined (FBAB4, OB2)".*	Media and Information Literacy, Learning and Creativity
3	9	COĞ.9.3.2.	Can analyse the climate system's components and variables.	*a) Identifies the components and variables of the climate system.* *b) Identifies the relationships between the variables of the climate system.* *"Information may be shared regarding precipitation formation types (slope, front, uplift), and students may be asked to prepare an information visual (SDB2.1, SDB2.2, E3.7, OB2, OB4, OB7)".*	Media and Information Literacy, Learning and Creativity
4	9	COĞ.9.6.3	Can interpret integrated disaster management practices through tables, graphs, figures and/or diagrams.	*a) Understands the components of tables, graphs, figures and/or diagrams illustrating integrated disaster management practices.* *b) Analyses the components and relationships between these components in tables, graphs, figures and/or diagrams illustrating integrated disaster management practices.* *c) Draw conclusions about the components in tables, graphs, figures and/or diagrams showing integrated disaster management practices.* *ç) Compares the conclusions reached regarding the components in tables, graphs, figures and/or diagrams illustrating integrated disaster management practices.* *"Spatial information technologies are discussed that enable rapid decision-making through spatial queries and analyses to be carried out in disaster-stricken and disaster-prone areas, in the context of quickly and accurately accessing the data needed before, during and after a disaster, generating new information from this data and using this information (OB2)".*	Active Participation, Privacy and Security, Learning and Creativity

5	9	COĞ.9.7.1.	Can make inferences about a region based on the criteria for identifying regions.	*a) Makes assumptions about the region and region boundaries.* *b) Lists the patterns within region and its boundaries.* *c) Compares the region and the region's boundaries.* *ç) Makes statements about the region and its boundaries.* *d) Evaluates the region and its boundaries.* *"Applications are carried out on digital or printed maps for various scales of shape and functional regions. As the criteria change in the application, the region boundary will also change, and it is discovered with examples from Türkiye and the world* *(E2.5, OB2, SBAB7.8, SBAB10.3).*	Learning and Creativity
6	10	COĞ.10.2.1.	Can summarise the implementation areas of GIS and remote sensing with examples.	*a) Analyses the application areas of GIS and remote sensing through examples.* *b) Classifies the application areas of GIS and remote sensing through examples.* *c) Interprets the application areas of GIS and remote sensing through examples.* *"In this context, students are given the opportunity to comment on the application areas of spatial information technologies (OB2, SDB2.1, SDB2.2, E3.4, SBAB11.2)".*	Media and Information Literacy, Learning and Creativity
7	10	COĞ.10.2.2.	Can use spatial information technologies to create spatial data on base maps.	*a) Determines the purpose of the map to be created.* *b) Uses the necessary methods and tools for the map to be created.* *c) Collects the data to be added to the map to be created.* *ç) Determines the type of map to be created.* *d) Processes the data into the map and creates the map's components.* *e) Uses the created map appropriately for its purpose.* *f) Reuses the map they have created when needed.* *"They are required to collect data through images obtained by zooming in on groups via a digital globe, to classify this data as points, lines, or areas, and to determine the type of map (KB3.1). The data is processed into the map and the components of the map are created (OB2, OB7)".*	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
8	10	COĞ.10.3.1.	Can analyse the Earth's tectonic structure.	*a) Identifies the processes that cause plate tectonics.* *b) Identifies the relationship between landforms and plate tectonics.* *"The Earth's internal structure, convective movements, and plate movements in the Earth's crust are determined through geographical representations such as maps, models, smart device applications, animations, and moving visual recordings (OB2)".*	Learning and Creativity

9	10	COĞ.10.3.4.	Can investigate the effects of natural processes on the formation of landforms through field/virtual field studies.	*a) Prepares to examine the formation and change of landforms.* *b) Conducts fieldwork to identify the factors influencing the formation and change of landforms.* *c) Collects information from the field site regarding the formation and change of landforms.* *ç) Analyses the information obtained from the field site regarding the formation and change of landforms.* *d) Makes predictions based on the information it has gathered regarding the formation and change of landforms.* *e) Reports predictions regarding the formation and change of landforms.* *"Digital spheres, augmented reality, virtual reality, etc. applications can be used for virtual fieldwork (OB2)".*	Learning and Creativity
10	10	COĞ.10.6.1.	Can question examples of best practices in disaster response.	*a) Asks questions about examples of good practice in disaster response that they are curious about.* *b) Gathers information about examples of good practice in disaster response.* *c) Organises the information obtained about examples of good practice in disaster management.* *ç) Analyses the information compiled on best practices in disaster response.* *d) Shares the conclusions drawn from the information analysed regarding best practices in disaster response.* *"Students are encouraged to analyse the relationship between countries' experiences and levels of development and their practices in disaster management based on the information obtained, and to draw conclusions from these analyses. These conclusions are shared in the form of posters or billboards (OB2)".*	Media and Information Literacy, Learning and Creativity
11	11	COĞ.11.2.1.	Can create map applications using web-based GIS.	*a) Reads maps using a web-based GIS application.* *b) Analyses maps using a web-based GIS application.* *c) Makes inferences from a map using a web-based GIS application.* *ç) Creates a map using a web-based GIS application.* *"A table showing the differences in usage between computer-based and web-based GIS applications can be created using the collected data (SBAB11.2, OB2)".*	Learning and Creativity
12	12	COĞ.12.2.1.	Can create applications from thematic maps developed on GIS using spatial data.	*a) Reads thematic maps created in GIS using spatial data.* *b) Interprets thematic maps created in GIS using spatial data.* *c) Makes inferences from thematic maps created in GIS using spatial data.* *ç) Creates thematic maps in GIS using spatial data.*	Media and Information Literacy, Learning and Creativity

				"It is attempted to determine which data related to which topics are used and which spatial information is utilised in the sample thematic maps created through GIS programmes (OB2)".	
13	12	COĞ.12.5.1.	Can understand the changes and continuity in the development process of transportation systems in Türkiye and around the world.	*a) Compares the changes and continuity in the development process of transportation systems in Türkiye and around the world through geographical representation and data.* *b) Lists the changes and continuity in the development process of transportation systems in Türkiye and around the world.* *c) Interprets the causes and consequences of the development process of transportation systems in Türkiye and around the world.* *ç) Synthesises the development process of transportation systems in Türkiye and around the world.* *d) Makes predictions based on evidence and observations regarding the development process of transportation systems in Türkiye and around the world.* *"The components that constitute the systems in question are identified and relationships between them are established. The parts that constitute the transportation systems in the settlement where they live are combined to prepare an original geographical representation or text (KB2.12, OB2)".*	Media and Information Literacy, Learning and Creativity

24. Philosophy Curriculum (Grades 10 and 11)

No.	Grade Level	Code	Learning Outcomes	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	10	FEL.10.1.2.	Can question the characteristics of philosophy, its relationship with different fields, and its function.	**a) Reflects deeply on the characteristics of philosophical thought.** *Organises the interviews they conduct digitally or in writing and publishes them on the school's general web page (D3.2, D16.3, OB2).*	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
2	10	FEL.10.2.1.	Can question basic concepts used in logic and argumentation.	b) Explores concepts related to logic and argumentation by providing examples. *Examples of dialogue from debate programmes, newspaper articles, interview videos and social media posts featuring types of fallacies are provided (OB2).*	Media and Information Literacy
3	10	Learning Area 3	Differentiation Section Enrichment	*The concepts used by philosophers to explain existence can be researched and a word cloud can be created using digital tools. * Digital material can be prepared that includes the similarities and differences in the thoughts of Ibn Sina's "flying man" and Descartes' "Cogito" understanding regarding the problem of "human awareness of one's own existence".*	Learning and Creativity
4	10	FEL.10.4.1.	Can reason about the subject, concepts, and problems of the philosophy of knowledge.	ç) Examines the concepts, problems, and arguments found in texts related to the philosophy of knowledge. *Through visual or animated representations of Plato's "Allegory of the Cave", students are encouraged to question the relationship between the concepts of knowledge and opinion, and to articulate the relationship between the concepts of reality and truth (OB2, OB4).*	Learning and Creativity
5	10	Learning Area 5	Differentiation Section Enrichment	*Based on the view that "the fundamental purpose of moral action is happiness according to Aristotle and duty according to Kant", research can be conducted on the extent to which it is appropriate to expect moral action from artificial intelligence and what motivation could direct artificial intelligence towards moral action, thereby developing a perspective.*	Ethics and Empathy, Media and Information Literacy, Learning and Creativity
6	11	Learning Area 3	Differentiation Section Support	*Digital materials containing information cards enriched with visuals and examples from daily life can be used to explain philosophical questions and problems related to the environment.*	Learning and Creativity
7	11	FEL.11.2.1.	Can understand philosophical questions and problems related to technology.	b) Evaluates philosophical questions and problems related to technology by relating them to life. *Students are expected to express their views on how technological developments affect their lives and what they can do to cope with the negative effects of technology (SDB3.1, OB2).*	Ethics and Empathy, Learning and Creativity, Health and Well-being, Consumer Awareness

8	11	Learning Area 2	Differentiation Section Support	*Digital materials containing information cards enriched with visuals and examples from daily life can be used to explain philosophical questions and problems related to the relationship between technology and life.*	Media and Information Literacy, Learning and Creativity
9	11	Learning Area 4	Differentiation Section Support	*Visual and audio-visual materials can be used to relate philosophical questions and problems arising from the relationship between literature and philosophy to life.*	Learning and Creativity
10	11	FEL.11.5.1.	Can understand philosophical questions and problems related to the meaning of life.	a) Explains philosophical questions and problems concerning the meaning of life. *The aim is for students to understand fundamental philosophical questions and problems concerning the meaning of life. A worksheet containing explanations and open-ended questions about philosophical problems (happiness, existence and selfhood) using visual or audio-visual materials (video, documentary, film clip) related to the meaning of life is provided (OB1, OB4).*	Learning and Creativity
11	11	Learning Area 5	Differentiation Section Enrichment	**Discussions on social media sharing and presence on social media can be encouraged under the motto "I am visible, therefore I am".*	e-Presence and Communications, Ethics and Empathy, Privacy and Security, Health and Well-being
12	11	FEL.11.6.2.	Can present philosophical thinking on legal issues.	a) Analyses the legal foundations of rights and freedoms. *To enable students to analyse the legal foundations of freedoms, they are provided with animations, short films, documentaries, presentations or sample texts explaining the historical development of human rights, along with a worksheet explaining fundamental human rights and freedoms (OB4).*	Rights and Responsibilities, Media and Information Literacy, Learning and Creativity

25. History Curriculum (Grades 9, 10 and 11)

No.	Grade Level	Code	Learning Outcomes	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	9	TAR.9.1.4.	Can assess the impact of digitalisation on the transformation of historical research and writing.	*a) Compares historical research and writing processes before and during the digital era.* *b) Makes judgements about the transformation brought about by digitalisation in historical research and writing.* *Concept teaching materials are used to ensure that students explain the concepts of digitisation, born-digital data, big data, dense data, structured data, data analysis, data mining, close reading and distant reading found in digital history. Using the examples provided, they are asked to analyse the research processes commonly followed in digital history studies. In this regard, students explain the stages of "determining the research objective, collecting data, cleaning data, creating models, analysing data, visualising results, and sharing" using the information visual provided. They compare the historical research process before digitisation with the digital history research process in terms of "research objectives", 'analogue data versus born-digital data', 'archival scanning versus online searching', 'close reading versus distant reading', 'individual writing versus collaborative writing', and 'text versus hypertext' (visualisation) (OB2).*	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
2	9	TAR.9.2.3.	Can question the role of law in maintaining social order in ancient civilisations.	*a) Identifies topics of interest regarding the role of law in maintaining social order in ancient civilisations.* *b) Asks questions about related topics (5W1H).* *c) Gathers information on the subject from different sources.* *ç) Evaluates the accuracy of the information gathered.* *d) Makes inferences about the role of law in maintaining social order in ancient civilisations based on the information gathered.* *"Students gather and record information on the subject from written, visual, printed and digital sources. In this process, when using information from digital network sources, they take into account the reliability of the digital identity or the extension of the source (OB2).*	Privacy and Security, Media and Information Literacy, Learning and Creativity
3	9	TAR.9.2.5.	2. ANCIENT CIVILISATIONS Unit Support Section	To enable students to complete their incomplete learning regarding the effects of the Agricultural Revolution on settlement and economy in ancient civilisations, they can be directed to watch the video "The Sociocultural Effects of Economic Activities" at http://meb.ai/qfMj4l.	Media and Information Literacy, Learning and Creativity
4	9	TAR.9.3.4	Can share products created regarding the impact of major civilisations of the Middle Ages	*a) Collects information on the impact of the major civilisations of the Middle Ages on science, culture and art from the sources identified in their research.*	Learning and Creativity

			on science, culture and art.	*b) Identifies the information relevant to their research after exploring the sources regarding the impact of the major civilisations of the Middle Ages on science, culture and art.* *c) Questions the limitations of the sources they will use regarding the effects of the major civilisations of the Middle Ages on science, culture and art.* *ç) Interprets the information identified from sources related to the effects of the major civilisations of the Middle Ages on science, culture and art as appropriate for their research.* *d) Shares their research based on evidence regarding the impact of the major civilisations of the Middle Ages on science, culture and art.* *This information is converted into visual texts such as timelines, maps, tables, graphs, and infographics for use in the research report (SBAB1.1 Sequencing). Groups create comments reflecting their own views based on the information obtained (OB2).*	
5	9	TAR.9.3.4	The effects of the main civilisations of the Middle Ages on science, culture and art and (Library)	*Groups determine which sources they will use for their research topic and where and how they will access these sources under the guidance of the teacher. They gather information from sources related to their research topic by visiting libraries, museums, historical sites, and the internet (E3.7 Systematic Approach), (OB9 Art).*	Media and Information Literacy, Learning and Creativity
6	10	TAR.10.1.3	Questioning the relationship between the socio-economic activities of the Turks and their understanding of settlement and urbanisation in the process from Turkistan to Türkiye	*a) Identifies topics of interest regarding the relationship between the socio-economic activities of Turks and their understanding of settlement and urbanisation during the period stretching from Turkistan to Türkiye.* *b) Asks questions about related topics (5W1H).* *c) Gathers information on the subject from various sources. ç)* *Assesses the accuracy of the information gathered.* *d) Draws conclusions about the relationship between the socio-economic activities of Turks and their settlement and urbanisation concepts during the period from Turkistan to Türkiye based on the information gathered.* *"When using information from digital network sources during this process, it takes into account the reliability of the digital identity or the source's extension (OB2)".*	Privacy and Security, Media and Information Literacy, Learning and Creativity
7	10	TAR.10.2.5.	Generating ideas about the influence of cities, institutions and personalities on the formation of the Ottoman Empire's tradition of science and knowledge	*a) Explores the Ottoman Empire's tradition of science and knowledge.* *b) Recognises the influence of cities, institutions and individuals on the formation of the Ottoman Empire's tradition of science and knowledge.* *c) Explores similar experiences in the first Turkish-Islamic states in the formation of the Ottoman Empire's tradition of science and scholarship.* *ç) Generates ideas regarding the role of cities, institutions and personalities in the formation of the Ottoman Empire's tradition of science and knowledge.*	Learning and Creativity

				"Students are required to present their work by preparing an analytical or digital narrative on the role of cities, institutions and individuals in the formation of the Ottoman Empire's tradition of science and knowledge (E3.7, SDB1.2, SDB2.1)".	
8	10	TAR.10.3.5.	Can share original work on developments in science, culture, education and art in the Ottoman Empire between 1453 and 1683.	*a) Collects information on developments in the fields of science, culture, education and art between 1453 and 1683 from the sources identified in their research.* *b) Examines the sources identified regarding developments in the fields of science, culture, education and art between 1453 and 1683 and determines the information relevant to their research.* *c) Questions the limitations of the sources they will use regarding developments in the fields of science, culture, education and art between 1453 and 1683.* *ç) Interprets the information identified from sources related to developments in the fields of science, culture, education and art between 1453 and 1683 as appropriate for their research.* *d) Shares their research based on evidence related to developments in the fields of science, culture, education and art between 1453 and 1683.* "Students find appropriate titles when preparing their research reports, use the visuals they have prepared (OB2) in a manner appropriate to the content of the text, cite sources within the text, and list the sources they have used in the bibliography". "After the presentation, groups are encouraged to comment on the topic. Research reports can be shared by presenting them at panels, seminars, science festivals, project fairs, or digital platforms (OB2)".	e-Presence and Communications, Media and Information Literacy, Learning and Creativity
9	11	TAR.11.1.2.	Can interpret the changes that occurred in Ottoman state and social life during the Tulip Era within its historical context.	*a) Explores the sources of the period concerning the changes that occurred in the Ottoman state and social life during the Tulip Era.* *b) Presents the changes that occurred in the Ottoman state and social life during the Tulip Era in a tabular format without losing sight of their context.* *c) Explains the changes brought about by the Tulip Era in the Ottoman state and social life in their own words.* *"*Students are asked to prepare and share a presentation on the changes brought about by the developments of the Tulip Era in state and social life, based on the information they have obtained (SDB2.3, SDB2.1)". *(Presentation)*	Learning and Creativity
10	11	TAR.11.2.2.	Can question the effects of the political, military and administrative developments that took place between 1789 and 1908 on the administrative and social structure of the Ottoman Empire.	*a) Identifies topics of interest regarding the effects of political, military and administrative developments between 1789 and 1908 on the Ottoman Empire's governance and social structure.* *b) Asks questions about related topics (5W1H).* *c) Collects information on the subject from various sources.* *ç) Assesses the accuracy of the information collected.*	Privacy and Security, Media and Information Literacy, Learning and Creativity

				d) Makes inferences about the effects of the political, military and administrative developments that occurred between 1789 and 1908 on the Ottoman Empire's governance and social structure based on the information gathered. "Students gather and record information on the subject from written, visual, printed and digital sources. When using information from digital network sources during the research process, they take into account the reliability of the digital identity or source extension (OB2)".	
11	11	TAR.11.2.4.	Can generate aliternative ideas to eliminate the factors that led to the industrialisation lag of the Ottoman Empire.	*a) Defines the problem of the Ottoman Empire's lag in industrialisation.* *b) Analyses the perspectives of the parties involved regarding the Ottoman Empire's lag in industrialisation.* *c) Evaluates the measures taken and decisions made by states that entered the industrialisation process during periods similar to those of the Ottoman Empire in order to resolve the issue.* *ç) Identifies the impact of the measures taken by the Ottoman Empire to resolve the issue of its lagging industrialisation and the decisions made as a result of these measures on the emergence of current problems.* *d) Develops alternative proposals aimed at resolving the Ottoman Empire's backwardness in industrialisation.* *e) Evaluates the potential outcomes of the alternative proposals developed by the Ottoman Empire to solve the problem of its lag in industrialisation by comparing them with the results of the practices and decisions taken by Ottoman state officials.* "Students analyse the perspectives of the parties involved in the historical issue they have identified through written, visual, printed, and digital sources".	Media and Information Literacy
12	11	TAR.11.3.3	Can share original work regarding the Ottoman Empire's contributions to human history.	*a) Collects information from sources identified in their research on the contributions of the Ottoman Empire to human history.* *b) Determines the information relevant to their research by examining the sources identified on the contributions of the Ottoman Empire to human history.* *c) Questions the limitations of the sources they will use in their research on the contributions of the Ottoman Empire to human history.* *ç) Interprets the information identified from the sources in their research on the contributions of the Ottoman Empire to human history.* *d) Shares their evidence-based research on the contributions of the Ottoman Empire to human history.* "Research reports can be shared by presenting them at panels, seminars, science festivals, project fairs or on digital platforms (OB2)".	Learning and Creativity

26. Republic of Türkiye' History of Revolution and Atatürkism Curriculum (12)

No.	Grade Level	Code	Learning Outcome	Sub-Learning Outcomes	DCE Planner (Council of Europe, 2025)
1	12	ITA.12.2.3	Can question the impact of the statist policy approach during the Atatürk era on the economic reforms that were implemented within the framework of Turkish modernisation.	*a) Identifies topics of interest regarding the impact of the statist policy approach during the Atatürk era on economic reforms within the framework of Turkish modernisation.* *b) Asks questions about related topics (5W1H).* *c) Gathers information on the subject from various sources.* *ç) Assesses the accuracy of the information gathered.* *d) Makes inferences about the impact of the statist policy approach during the Atatürk era on the economic reforms within the framework of Turkish modernisation.* "They are asked to inquire about topics they are curious about using the 5W1H technique. Students gather and record information on the subject from written, visual, printed and digital sources". "Students gather and record information on the subject from written, visual, printed, and digital sources. During this process, they consider the reliability of the digital identity or source extension when using information from digital network sources (OB2)".	Privacy and Security, Media and Information Literacy, Learning and Creativity
2	12	ITA.12.3.4	Can interpret the effects of political developments in Türkiye since the beginning of the Cold War on the democratisation process.	*a) Explores the sources provided regarding the political developments that occurred in Türkiye from the beginning of the Cold War period.* *b) Transforms the information provided in the sources related to the political developments that occurred in Türkiye from the beginning of the Cold War period into oral, written, and visual forms without losing the context.* *c) Explains the political developments that took place in Türkiye in terms of their impact on the democratisation process from the beginning of the Cold War period, using its own words.* "Prepares a poster or digital poster on one of the political developments they have chosen on the subject".	Learning and Creativity
3	12	ITA.12.3.6	Can share original work created about developments in science, technology, culture, education and sports in Türkiye since the beginning of the Cold War period.	*a) Collects information from sources identified for research on developments in science, technology, culture, education and sports in Türkiye.* *b) Determines the suitability of the information gathered on developments in the fields of science, technology, culture, education and sports in Türkiye for their research.*	Privacy and Security, Media and Information Literacy, Learning and Creativity

				c) Questions the limitations of the sources they will use regarding developments in the fields of science, technology, culture, education and sports in Türkiye. *ç) Interprets the information identified from sources relevant to their research on developments in the fields of science, technology, culture, education and sports in Türkiye.* *d) Shares or exhibits their evidence-based research on developments in the fields of science, technology, culture, education and sports in Türkiye.* "Determines the basic elements of the source, such as whether it is primary or secondary; its type (written, visual, numerical, digital); its author; its date; its digital identity; and its extension on the internet, by asking questions appropriate to the sources. After separating the gathered information into relevant and irrelevant, identifies those that are appropriate to the research topic (E3.2). "Converts this information into visual texts such as timelines, maps, tables, graphs, and infographics for use in the research report. Based on the information they have obtained, forms comments that reflect their own views (OB2, SDB2.2)". "When preparing the research report, students find appropriate titles, use the visuals they have prepared (OB2) in a manner appropriate to the content of the text, cite sources within the text, and list the sources they have used in the bibliography". "Research reports can be shared by presenting them at panels, seminars, science fairs, project exhibitions, or digital platforms (OB2)".	
4	12	Enrichment	Chapter on Turkish Revolution and Atatürkism	Students may be asked to review the "Viewing History Through Newspapers Project" via Istanbul University's website and prepare a poster using newspaper headlines related to Republic Day celebrations during the Atatürk era. Students may be asked to watch the documentary on the Turkish Historical Society's website and design a poster about the institution's founding objectives and activities.	Media and Information Literacy, Learning and Creativity
5	12	Preliminary assessment	Chapter on Türkiye from World War II to the Globalisation Process	• Students may be asked to examine banknotes from the Republican Era via the Turkish Central Bank's website and to consider the reasons for the similarities and differences between the banknotes.	Learning and Creativity

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