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| **2018-2019 EĞİTİM-ÖĞRETİM YILI ÇAMLIBEL ANADOLU/FEN LİSESİ 12. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Materials and Tasks** | **Evaluation** | **Values Education** |
| **SEPTEMBER** | 17-21 | 4 | **THEME 1: MUSIC** | 1. Expressing opinion (agreeing, disagreeing, etc.)     2. Expressing preferences  What do you think about…?  What are your feelings about…?  Don’t you think…?  Why do you think that ….?  I believe/think/suppose...  In my opinion,... according to….  My idea/answer/explanation is similar to/related to ….  He doesn’t agree with him because…  I agree/disagree with …that/on . . .  I tend to agree with you.  The majority believe that… | **Listening**  **E12.1.L1.** Students will be able to detect the embedded information in songs/media tools.  **Pronunciation**  **E12.1.P1.** Students will be able to practice intonation in sentences.  *Eg.Is this your camera? (rising and falling intonation)*  **Speaking**  **E12.1.S1.** Students will be able to exchange ideas about their music preferences.  **E12.1.S2.** Students will be able to agree or disagree with others by sharing their opinions about music.  **Reading**  **E12.1.R1.** Students will be able to infer people’s music preferences from their ideas about music in a reading text.  **E12.1.R2.** Students will be able to analyze surveys/interviews to answer related questions.  **Writing**  **E12.1.W1.** Students will be able to write a survey report on their friends’/teachers’ music preferences. | Conversations  Songs  Interviews / Surveys  Survey Report  Argumentative /  Descriptive Texts  TV / Radio Recordings  Games  Project  (music contest e.g..karaoke, music quiz)  **IDIOMS/PROVERBS OF THE WEEK**  **DISCUSSION TIME**  **TECH PACK**  **E-PORTFOLIO**  **ENTRY**  VIDEO BLOG ENTRY |  | **Saygı (Respect)** |
| 24-28 | 4 |  |
| **OCTOBER** | 01-05 | 4 | **Sevgi (Love)** |
| 08-12 | 4 |  |
| **2018-2019 EĞİTİM-ÖĞRETİM YILI ÇAMLIBEL 12. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Materials and Tasks** | **Evaluation** | **Values Education** |
| **OCTOBER** | 15-19 | 4 | **THEME 2: FRIENDSHIP** | 1. **Describing personal features**   What does she look like?  What kind of a person is…?  He can’t be in his 60s.  He looks much younger.  …who behaves like a child…  …as handsome as…   1. **Making conclusions**   The twins differ in their attitude towards animals.  One similarity between Travor and John is...  What do you have in common with…?  She writes to him every day. She must be...  A good friend is generous, supportive, helpful and patient     1. **Stating reasons**     Kyle and Randy are similar because they are both…  Claire and Vivian are similar in that ….  **. 29 EKİM CUMHURİYET BAYRAMI**  **ATATÜRK’ÜN HAYATI**  **Öğrenim Hayatı** | **Listening**  **E12.2.L1. Students will be able to extract specific information from a conversation between friends.**  **E12.2.L2**. Students will be able to make inferences about the quatlities of a good friend through a recorded text.  **Pronunciation**  **E12.2.P1.** Students will be able to practice syllable/word stress.  Eg. *Engineer /*ˌendʒɪ'nɪə*(r)/*  **Speaking**  **E12.2.S1.** Students will be able to ask and answer questions about personal features.  **E12.2.S2.** Students will be able to state reasons while giving clear detailed descriptions about physical appearances.  **E12.2.S3.** Students will be able to interpret information from graphic features (graphs, charts, tables, etc.)  **Reading**  **E12.2.R1.** Students will be able to find irrelevant content about the descriptions of the people in a text.  **E12.2.R2.** Students will be able to identify the main conclusions in argumentative texts.  **Writing**  **E12.2.W1.** Students will be able to write an opinion essay about qualities of a good friend by stating reasons. | Conversations  Information Gap  Graphics /Charts/Tables  Games  Poems  Songs /Chants  Posters  Argumentative/ Descriptive Texts Project  (e.g. Survey)  **IDIOMS/PROVERBS OF THE WEEK**  **DISCUSSION TIME**  **TECH PACK**  **E-PORTFOLIO ENTRY**  **VIDEO BLOG ENTRY** |  |  |
| 22-26 | 4 | **Sorumluluk (Responsibility)** |
| 29-02 | 4 |  |
| **2018-2019 EĞİTİM-ÖĞRETİM YILI ÇAMLIBEL 12. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Materials and Tasks** | **Evaluation** | **Values Education** |
| **NOVEMBER** | 05-9 | 4 | **THEME 3: HUMAN RIGHTS** | 1. **Expressing ideas on human rights (gender equality, children rights…)**      1. **Making suggestions**      1. **Discussing problems**     Look after those who looked after you.  Everyone deserves equal rights.  Do the educational opportunities for disabled young people grow rapidly?  Every child has the right to get health services, food, education, etc.  Freedom of expression is a basic human right.  All the goverments should do their best to meet the needs of  disabled people. | **Listening**  **E12.3.L1.** Students will be able to guess the meaning of lexis and jargon about human rights in a recorded text/video.  **E12.3.L2.** Students will be able to distinguish the positive and negative expressions about human rights in a recorded text/video.  **Pronunciation**  **E12.3.P1.** Students will be able to practice syllable/word stress.  *Eg. Disability /,dısǝꞌbılǝtı/*  **Speaking**  **E12.3.S1.** Students will be able to make suggestions about improving human rights.  **E12.3.S2.** Students will be able to discuss the problems/difficulties of the disadvantaged people in the world.  **Reading**  **E12.3.R1.** Students will be able to find the supporting ideas in a text about good practices on human rights around the world.  **E12.3.R2.** Students will be able to match the paragraphs with the correct phrases/visuals (children rights/gender equality/animal rights/the rights of disadvantaged people, etc.).  **Writing**  **E12.3.W1.** Students will be able to write mottos/slogans about human rights.  **E12.3.W2.** Students will be able to write an argumentative ess | Conversations  Games  Songs  Real-life tasks  Note-taking (e.g. an agenda)  Descriptive Texts  Project (e.g. comparing jobs)  Interviews  Roleplay  **IDIOMS/PROVERBS OF THE WEEK**  **DISCUSSION TIME**  **TECH PACK**  **E-PORTFOLIO**  **ENTRY**  **VIDEO BLOG ENTRY** |  |  |
| 12-16 | 4 | **Yardımlaşma (Cooperation)** |
| 19-23 | 4 |  |
| 26-30 | 4 |  |
| **2018-2019 EĞİTİM-ÖĞRETİM YILI ÇAMLIBEL 12. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Materials and Tasks** | **Evaluation** | **Values Education** |
| **DECEMBER** | 03-07 | 4 | **THEME 4: COMING SOON** | **1. Making predictions**  **2. Expressing degrees of certainty and uncertainty**  **3. Receiving instructions about cyber games**  I imagine driverless cars will be common in the near future.  I guess there won’t be cars running with petrol in the future.  Next century is going to be very hi- tech, I believe.  He is going to buy a high-mileage gas car in order to reduce carbon footprints.  What do you think will happen in the year 2030?  There won’t be … any more in the future.  I think air pollution is going to decrease due to the usage of bio-energy until 2030.  Please verify your e-mail…  Choose your avatar.  If people use natural sources excessively, the world will not let human survival.  Did you mean this petrol-free car will reduce costs?  Many children cannot differentiate between reality and computer games.  Cyber and cyborg figures will be around us in near future. | **Listening**  **E12.4.L1.** Students will be able to take notes during an informal debate/poster presentation/seminar in a video.  **E12.4.L2.** Students will be able to match the topics with recorded passages corresponding to virtual reality and imaginary world.  **Pronunciation**  **E12.4.P1.** Students will be able to pronounce reduced forms (e.g. ‘ll, won’t).  **Speaking**  **E12.4.S1.** Students will be able to talk about predictions and plans.  **E12.4.S2.** Students will be able to participate in an informal debate about virtual reality and imaginary world/ cyber games to share ideas.  **Reading**  **E12.4.R1.** Students will be able to read (aloud) a text about cyber crimes and rights to distinguish the lexis and jargon.  **E12.4.R2.** Students will be able to reorder the scrambled steps of a cyber game in a text.  **Writing**  **E12.4.W1.** Students will be able to write detailed descriptions of an imaginary future.  **E12.4.W2.** Students will be able to compose a cyber game scenerio. | Games  Flashcards  Posters  Note-taking  Having an informal debate  Project (e.g. Future Cities)  Drawing (e.g. Future Cars)  **IDIOMS/PROVERBS OF THE WEEK**  **DISCUSSION TIME**  **TECH PACK**  **E-PORTFOLIO ENTRY**  **VIDEO BLOG ENTRY** |  |  |
| 10-14 | 4 |  |
| 17-21 | 4 |  |
| **2018-2019 EĞİTİM-ÖĞRETİM YILI ÇAMLIBEL 12. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Materials and Tasks** | **Evaluation** | **Values Education** |
| **DECEMBER** | 24-28 | 4 | **THEME 5: PSYCHOLOGY** | 1. **Describing mood**     **2. Making suggestions to change negative mood**  **3. Following and giving instructions**  -I feel exhausted and I can’t concentrate.  -Let’s take a break.  -I suggest that you take a nap.  -I suggest going for a walk.  I'd rather have tickets for the opera.  If I had a choice, I would go for…  Why don't you join a music club?  What do you do to clear your mind after school?  Close your eyes!  Breathe deeply! | **Listening**  **E12.5.L1.** Students will be able to list the suggestions to change mood given by a psychologist/friend in recorded text.  **E12.5.L2.** Students will be able to identify the speaker’s mood, tone, etc in a recorded text.  **Pronunciation**  **E12.5.P1.** Students will be able to practice sentence intonation and stress.  *Eg. Let’s take a break. (rising and falling intonation)*  **Speaking**  **E12.5.S1.** Students will be able to make a Roleplay between a psychologist/school counsellor and a client.  **E12.5.S2.** Students will be able to make comment on moods by looking at flashcards.  **E12.5.S3.** Students will be able to use different voice levels, phrasing and intonation to give and follow instructions in different moods.  **Reading**  **E12.5R1. Students will be able to read a poem loudly by reflecting its tone.**  **E12.5.R2.** Students will be able to identify specific information in a real-life text.  **Writing**  **E12.5.W1.** Students will be able to describe their current mood / mood reflected in a song/ painting/photograph through creative writing. | Conversations  Real-life texts (Colors and moods)  Songs/Poems  Pictures/Flashcards Editing  Oral retelling  Drama/Miming/ Roleplay  Project (e.g. At the psychologist/Relaxation techniques/Meditation)  **IDIOMS/PROVERBS OF THE WEEK**  **DISCUSSION TIME**  **TECH PACK**  E-PORTFOLIO ENTRY  VIDEO BLOG ENTRY |  |  |
| **JANUARY** | 31-03 | 4 | **Hoşgörü (Tolerance)** |
| 07-11 | 4 |  |
| 14-18 | 4 |  |
|  | | | | The end of the semester | | | |  |

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| **2018-2019 EĞİTİM-ÖĞRETİM YILI ÇAMLIBEL 12. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Materials and Tasks** | **Evaluation** | **Values Education** |
| **FEBRUARY** | 04-08 | 4 | **THEME 6: FAVORS** | 1. **Making requests**   **2. Accepting and declining requests**  **3. Asking for and responding to favors**        Can/Could I borrow your…? Is it OK if I use your mobile phone?    I would be glad to…. I need a/an/some… I’m really sorry,…    Would you mind…? Do you mind if I turn on the conditioner?    Did you mean you need my laptop the whole day? I was wondering if you’d mind lending me your bike.    Sure! Of course! Help yourself! No. I’m sorry. I don’t have one | **Listening**  E12.6.L1. Students will be able to identify phrases and the highest frequency vocabulary related to requests in various contexts in a recorded text. E12.6.L2. Students will be able to complete a conversation about favors in a recorded text/video.      **Pronunciation**  E12.6.P1. Students will be able to practice “ yod coalescence” "Would you / /wʊdʒu/ and could you /kʊdʒu/ ".    **Speaking**  E12.6.S1. Students will be able to distinguish between formal and informal language while accepting and declining requests.  E12.6.S2. Students will be able to act out a self-prepared dialogue about requests/favours.    **Reading**  E12.6.R1. Students will be able to scan a text for the specific information about a charity organization/foundation.    **Writing**  E12.6.W1. Students will be able to write an announcement to invite people for a charity organization.  E12.6.W2. Students will be able to write an application letter to anorganization for scholarship. | **Conversations**  **Flashcards/ Wordcards**  **Roleplay**  **Songs**  **Communicative Tasks**  **Games**  **Competition**  **Project work (Bringing authentic materials such as video scripts into the classroom and focusing on register types)**  **IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY** |  |  |
| 11-15 | 4 | **Dürüstlük (Honesty)** |
| 18-22 | 4 |  |
| 25-01 | 4 |  |
| **2018-2019 EĞİTİM-ÖĞRETİM YILI ÇAMLIBEL 12. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Materials and Tasks** | **Evaluation** | **Values Education** |
| **MARCH** | 04-08 | 4 | **THEME 7: NEWS STORIES** | **1. Narrating a past event / experience**  **2. Talking about sequential actions**      Two people were struck and injured on Monday as they tried to cross the street. When he died, he had already published 20 novels.    Fortunately, he survived the accident without a scratch.    After, before, first….      Meanwhile…. Following this event, …    Unfortunately, I missed the last episode of …      That reminds me of my childhood**.** | **Listening**  E12.7.L1. Students will be able to list the sequences of the past events in a recorded text/video.  E12.7.L2. Students will be able to complete a recorded text using cohesive devices.    **Pronunciation**  E12.7.P1. Students will be able to practice sentence stress appropriately. Eg. I missed the last episode. (rising and falling intonation)      **Speaking**  E12.7.S1. Students will be able to narrate the events in the past.  E12.7.S2. Students will be able to make a presentation about unusual/odd news stories.      **Reading**  E12.7.R1. Students will be able to list vocabulary for narrating and describing events in a text.  E12.7.R2. Students will be able to reorder the past events in a news story.    **Writing**  E12.7.W1. Students will be able to paraphrase news/ stories/ past events. E12.7.W2. Students will be able to write a news story/a past experience/an imaginary story. | **Conversations**  **Songs**  **Summarizing**  **Preparing a poster or finding headlines for news stories**  **Oral presentation (a news story or a self-made video)**  **Guessing**  **Communicative tasks (e.g. producing a story)**  **Project (e.g. comic strips)**  **Jigsaw puzzle**  **IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK**  **E-PORTFOLIO ENTRY VIDEO BLOG ENTRY** |  |  |
| 11-15 | 4 | **Özgüven (Self-Confidence)** |
| 18-22 | 4 |  |
| **2018-2019 EĞİTİM-ÖĞRETİM YILI ÇAMLIBEL 12. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Materials and Tasks** | **Evaluation** | **Values Education** |
| **MARCH** | 25-29 | 4 | **THEME 8: ALTERNATIVE ENERGY** | **1. Describing problems**  **2. Making complaints**  **3. Offering solutions**    Sorry to bother you, but I think there's a problem that requires an urgent solution.    We’d like you to…    I think we should… In order to solve this problem we must first/ initially…. Another way of looking at this problem is… The solution to this problem is… Don't get me wrong, but I think we should...    …was a result of… Maybe you forgot to... I think you might have forgotten to... | **Listening**  E12.8.L1. Students will be able to note down the solutions to the problems of excessive energy consumption around the world in a recorded text.    **Pronunciation**  E12.8.P1. Students will be able to use intonation in a sentence appropriately. Eg. I think we’re completely lost. (falling intonation)      **Speaking**  E12.8.S1.Students will be able to make complaints and offer solutions to environmental /energy problems.  E12.8.S2Students will be able to participate in an informal debate about alternative energy in the future.    **Reading**  E12.8.R1. Students will be able to summarize a reading passage about alternative energy. E12.8.R2. Students will be able to analyze a reading passage to find out solutions to environmental problems.    **Writing**  E12.8.W1. Students will be able to write an email/a letter of complaint to a local authority about an environmental problem to suggest solutions.  E12.8.W2. Students will be able to write their opinions about the usage of alternative energy. | **Conversations**  **Roleplay/Simulation**  **Summarizing**  **Video project**  **Interviews**  **Outdoor activities**  **Posters (e.g. wildlife protection, public health)**  **E-mails**  **Environmental Project (e.g. Describing animal habitats )**  **IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK**  **E-PORTFOLIO ENTRY VIDEO BLOG ENTRY** |  |  |
| **APRIL** | 01-05 | 4 | **Nezaket (Kindness)** |
| 08-12 | 4 |  |
| 15-19 | 4 |  |
| **2018-2019 EĞİTİM-ÖĞRETİM YILI ÇAMLIBEL 12. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Materials and Tasks** | **Evaluation** | **Values Education** |
| **APRIL** | 22-26 | 4 | **THEME 9: TECHNOLOGY** | 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı  **Atatürk ‘ün Siyasi Hayatı**  **1. Talking about things needed to be done**  **2. Asking and answering questions in interviews**  What do you think about the future of smart phones?    I’ll have the computer formatted. She wants her smart phone fixed.    The teacher does not let the students use their phones in class.    Sorry, I can’t talk any longer on this issue.    I had Mindy download a movie for me. We'll get the PPP done as soon as possible.    The teacher made the class do online research on the topic.  Could you please get the warranty approved? | **Listening**  E12.9.L1. Students will be able to list the things needed to be done in a recorded text/video.  E12.9.L2. Students will be able to find the main idea of a video about technological developments.  **Pronunciation**  E12.9.P1. Students will be able to practice word stress correctly. Eg. Technology /tekˈnɒlədʒi/  **Speaking**  E12.9.S1. Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices.  E12.9.S2. Students will be able to make an interview with a friend about the influence of technology on social life.  **Reading**  E12.9.R1. Students will be able to identify the written lexis and jargon about a web-page on technology. E12.9.R2. Students will be able to categorize information in everyday material, such as websites, brochures and magazines.  **Writing**  E12.9.W1. Students will be able to write a note asking someone to have something done.  E12.9.W2. Students will be able to write a for and against essay discussing technology.  E12.9.W3. Students will be able to write a description of a hi-tech product by using linking words. | To do lists  Notes and messages Songs  Advertisements Illustrations Survey/Tables  Techno-Project Roleplay/Simulation  Informal Debate  Presentation  Proverbs  Idioms  Argumentative/ Descriptive Text  Competition (e.g. picture of a hi-tech product)    IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK  E-PORTFOLIO ENTRY  VIDEO BLOG ENTRY |  |  |
| **MAY** | 29-03 | 4 | **Adalet (Justice)** |
| 06-10 | 4 |  |
| **2018-2019 EĞİTİM-ÖĞRETİM YILI ÇAMLIBEL ANADOLU LİSESİ 12. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **THEME** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Materials and Tasks** | **Evaluation** | **Values Education** |
| **MAY** | 13-17 | 4 | **THEME 10: MANNERS** | **1. Talking about wishes and regrets**  **19 Mayıs Gençlik ve Spor Bayramı**  **2. Apologizing**  **3. Giving explanations**    Please accept my apology/apologies for yesterday.    I shouldn’t have said that… I’m terribly sorry to/about/for…    It was not my intention to …    If only John knew about it.    I wish that someone had told John about it.    If only I had woken up early.    I wish you wouldn’t play with your mobile phone.    What I’d like more than anything else is ….    Something I have always wanted is ….  I didn’t mean to hurt you | **Listening**  E12.10.L1. Students will be able to identify the phrases about wishes, regrets and apologies in a recorded text. E12.10.L2. Students will be able to classify the manners in a TV or radio program regarding their origin and practice in daily life.  **Pronunciation**  E12.10.P1. Students will be able to practice sentence stress correctly. Eg. I’ll make a pot of tea if you would like some.  **Speaking**  E12.10.S1. Students will be able to express regrets, wishes and apologies. E12.10.S2. Students will be able to discuss manners in different cultures.  **Reading**  E12.10.R1. Students will be able to identify the main conclusions in argumentative texts.  E12.10.R2. Students will be able to organize description of events, feelings and wishes in diaries and personal letters.  **Writing**  E12.10.W1. Students will be able to write a letter, note or report on wishes, regrets and apology.  E12.10.W2. Students will be able to write personal letters describing experiences, feelings and events in detail in relation to the topic. | **Conversations**  **Poems**  **Roleplay**  **Games/acting/ Imitation Songs**  **Project (e.g. Shooting a video about wishes, regrets, and apologies)**  **Survey report**  **Pictures/Flashcards**  **Proverbs**  **Idioms**  **Argumentative/Descriptive texts IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK**  **E-PORTFOLIO ENTRY VIDEO BLOG ENTRY** |  |  |
| 20-24 | 4 |  |
| 27-31 | 4 | **Demokrasi (Democracy)** |
| **JUNE** | **03-07**  **RAMAZAN BAYRAMI** | |  |
| 10-14 | 4 |

Bu yıllık plan Talim Terbiye Kurulu Başkanlığınca yayınlanan …40.. sayılı ve 19/01/2018 Tarihli “Ortaögretim Ingilizce Dersi (9, 10, 11 ve 12. Siniflar) Ögretim Programın” daki konular esas alınarak hazırlanmıştır. Atatürkçülük konuları 2104-2488 sayılı T.D’de yayımlanan Atatürk İlke ve İnkılapları Öğretim Esasları Yönergesine gore yıllık planda dağıtılmıştır.

Fulya Gözde KORKMAZ Belkıs BOZDAĞAN Serpil TEMİZ SERKAN BİLGİN

İng. Ogrt. İng. Ogrt. İng. Ogrt. Okul Müdürü