SE	CONDARY SCHOOL	ИАТНІ	EMATICS TEACHING PROGRAMS							
1	Course Title:	SECONDARY SCHOOL MATHEMATICS TEACHING PROGRAMS								
2	Course Code:	İMÖ2002	2							
3	Type of Course:	Compuls	sory							
4	Level of Course:	First Cycle								
5	Year of Study:	2								
6	Semester:	4								
7	ECTS Credits Allocated:	3.00								
8	Theoretical (hour/week):	2.00								
9	Practice (hour/week):	0.00								
10	Laboratory (hour/week):	0								
11	Prerequisites:	NOne								
12	Language:	Turkish								
13	Mode of Delivery:	Face to face								
14	Course Coordinator:	Prof. Dr. DİLEK SEZGİN MEMNUN								
15	Course Lecturers:	Prof.Dr.	Dilek SEZGİN MEMNUN							
16	Contact information of the Course Coordinator:	Prof.Dr. Dilek SEZGİN MEMNUN Adres: Bursa Uludağ Üniversitesi Eğitim Fakültesi, Matematik ve Fen Bilimleri Eğitimi Bölümü, Matematik Eğitimi Anabilim Dalı, E-235, 16059 Görükle / Bursa E-Mail:dsmemnun@uludag.edu.tr								
17	Website:									
18	Objective of the Course:	To learn the basic concepts of curriculum; knowing the development of secondary school mathematics curriculum from past to present; current middle school mathematics teaching approach, comprehension of skills aimed at developing; To know learning and sub-learning areas; knowing the limits of the achievements according to the classes, having an idea about the relationship with the other courses; Teaching middle school mathematics course and establishing its relation with primary and high school mathematics curriculum; the method, technique, equipment and materials used; Understanding assessment training and teacher competencies								
19	Contribution of the Course to Professional Development:	The development of teaching programs to the present; The distribution of the current middle school mathematics curriculum and the learning outcomes and learning areas in the program by classes; To know the skills developed by the program and to gain the skills to use in teaching.								
20	Learning Outcomes:									
		1	Understanding the basic concepts of curriculum and the development of curriculum today.							
		2	Approach, content, and acquisition of the skills that the current secondary school mathematics curriculum aims to develop.							
		3	To know the learning and sub-learning areas of the middle school mathematics curriculum, the distribution and limits of the achievements according to the classes, and the relationship with the other courses.							
		4	Understanding the relationship between middle school mathematics curriculum and primary and high school mathematics curriculum.							
		5	To know the methods, techniques, tools and materials used in the secondary school mathematics curriculum.							

		6	Understanding the assessment approach and teacher competencies in secondary school mathematics curriculum.							
		7								
		8								
		9								
		10								
21	Course Content:									
		Co	urse Content:							
Week	Theoretical		Practice							
1	Basic components of secondary scho mathematics curricula in the context curriculum development process. An overview of the Republican era secon school mathematics curriculums I (19 -1938-1949-1977 and 1990 programs	ool of ndary 926-1931 s)								
2	An overview of the Republican period secondary school mathematics curric (1998-2005-2013 and 2017 programs general objectives of the secondary s mathematics curriculum, the important expression of the aims. Classification historical analysis of the general objective the secondary school mathematics of Distribution of the aims of secondary mathematics curriculum by yoars in the	d cula II s) The school nce and and ectives of urriculum school orms of								
Activit	es	ems n	Number	Duration (hour)	Total Work Load (hour)					
Theore	and its association with the primary s	chool	14	2.00	28.00					
Practica	als/Labs		0	0.00	0.00					
Self stu	dy and preperation		0	0.00	0.00					
Homew	vorks		0	0.00	0.00					
Project	in secondary school mathematics cur	rricula.	0	0.00	0.00					
Field S	tudies		0	0.00	0.00					
Midtern	numbers learning area.		1	22.00	22.00					
Others			0	0.00	0.00					
Final E	Comparison of secondary school		1	40.00	40.00					
Total W	/ork Load				90.00					
Total w	ork load/ 30 hr Examining the Data and Probability (earning			3.00					
ECTS (Credit of the Course				3.00					
	mathematics curriculums.									
8	Examination of secondary school mathematics curriculums in the conte information and communication techr	ext of nologies.								
9	Use of materials in secondary school mathematics curriculum.									
10	Measurement and evaluation approa secondary school mathematics curric	ches in culum.								
11	Examination of secondary school mathematics curricula within the scor making connection skill.	be of								
12	Applications of mathematics and mathematical modeling in secondary mathematics curriculum.	school								

13	Affe litera curri	ective characteristics and mathematics racy in secondary school mathematics riculum.																
14	Exa with com	amination of secondary school curricula hin the scope of mathematical mmunication.																
22	Text	Textbooks, References and/or Other Materials:								Özmantar, M.F., Akkoç, H., Kuşdemir-Kayıran, B. ve Özyurt, M. (Eds). Ortaokul Matematik Öğretim Programları. Pegem Akademi, Ankara. Batdal-Karaduman,G. Geçmişten günümüe İlkokul Programları. Pegem Akedemi, Ankara. Özmantar, M.F.,Öztürk, A. ve Bay, E. (Eds.) Reform ve Değişim Bağlamında İlkokul Matematik Öğretim Programları. Pegem Akademi, Ankara.								
23 TERM L	Asse LEAR	Assesment EARNING ACTIVITIES NUMBE							E WE	WEIGHT								
Midterr	m Exa	am					1 1		40	40.00								
Quiz							0)	0.0	0.00								
Home	work-	proje	ect				0)	0.0	0.00								
Final E	xam						1		60	60.00								
Total							2		10	100.00								
Contribution of Term (Year) Learning Activities to Success Grade							to	40	40.00									
Contribution of Final Exam to Success Grade							60	60.00										
Total							10	100.00										
Measurement and Evaluation Techniques Used in the Course								ie Pa stu eva eva	Participation in mid-term and final exams and in-class studies are taken into account in the measurement and evaluation of the course. The success at the end of the evaluation is made in the form of relative evaluation.									
24	EC	TS /	WO	RK L	OAD	TAB	LE											
25	,			CON	TRIE	BUTIO	N O	F LE	ARN QUA	ING (COME NS	S TO I	PROG	GRAMI	ME		
		PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ1 0	PQ11	PQ12	PQ1 3	PQ14	PQ15	PQ16	
ÖK1		3	4	4	3	4	4	5	4	5	4	4	3	4	4	4	4	
ÖK2		5	4	5	5	5	4	4	4	4	5	5	5	3	4	3	4	
ÖK3		4	3	3	4	3	3	3	4	4	4	5	5	3	3	3	4	
ÖK4		3	3	4	4	3	5	4	4	3	5	3	2	3	3	3	2	
ÖK5		3	3	4	4	4	4	5	3	4	4	4	3	5	3	3	4	
ÖK6		4	3	5	5	2	4	5	3	4	2	3	3	3	3	4	4	
LO: Learning Objectives PQ: Program Qualifications																		
Contrib 1 very low ution Level:		2 low		3	Medi	/ ledium		4 High		5 Very High								