**Examining the Life Science Curriculum and Textbook in Interdisciplinary Context**

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In this study, the printed materials (curriculum and textbook) of the Life Science course, which cannot be explained by one or more disciplinary areas and should be taught from a more holistic perspective, were examined in an interdisciplinary context. This study was carried out in the case study pattern in order to reveal the description of a situation by examining it in detail. The data of this study, which was carried out within the scope of the case study, were collected and analyzed within the scope of document review. In this context, the life science curriculum organized in 2018 and the 3rd grade textbook are the data collection sources of this study. In the objectives in curriculum and contents in textbook examined, a content or concept is basically based on and the relationship of this content or concept with other disciplines has been touched upon. It has been processed within the framework of a common purpose among multiple disciplines. The interdisciplinary relationship was kept alive in the handling of the contents, and the dynamic relationship of the disciplines with each other was utilized by going beyond a fixed view. On the other hand, in the studies, not every content is handled in an interdisciplinary context, but some contents are limited to a single discipline, that is, in an "intradisciplinary" context; and sometimes, a discipline related to a content that weighs in on a discipline is discussed in the context of "cross-discipline". However, the overall structure of the curriculum and textbook were found to be interdisciplinary. In addition, it can be said that the use of a spiral approach in the general structure of life science, the continuation of the contents by deepening them at different grade levels, is in a structure suitable for the "Threaded Model", one of the models within the scope of integrating curricula.

**Keywords**: interdisciplinary; life science; curriculum; textbook