

The realization and importance level of upper-level social studies attainment targets*

Journal of Innovative Research in Teacher

Education, 4(3), 358-376,

ISSN: 2757-6116

<http://www.jirte.org>

DOI: 10.29329/jirte.2023.616.1

Received: 18/08/2023

Revised: 29/11/2023

Accepted: 05/12/2023

This is an open-access article under the

CC BY-NC-ND license

<https://creativecommons.org/licenses/by-nc-nd/4.0/>

Nagihan Özyurt¹, and İsmail Acun²

Abstract

This paper aims to shed some light on the teachers' opinions on the importance of upper-level attainment targets and the realization level of those attainment targets of the social studies curriculum. The research is designed as a survey. The data was gathered through a Likert-type questionnaire. The attainment targets which are accepted as the upper level were determined with the selective criterion drawn from Bloom's taxonomy. 63 primary school teachers and 123 social studies teachers participated in this research. Participating teachers were working in Eskişehir, Türkiye in the second semester of the 2020-2021 academic year. The data were subjected to correlational analysis in the SPSS 26 package program (Statistical Package for Social Sciences). Different results were found about the level of realization and importance of the attainment targets depending on the variable that the teachers were addressed. While the realization of the attainment targets was determined as "medium" level, the importance given by teachers to the attainment targets was determined as "high".

Keywords: Social Studies Curriculum, Teacher, Attainment Target, Bloom's Taxonomy, Achievement.

Cite: Özyurt, N. & Acun, İ. (2023). The realization and importance of upper-level social studies attainment targets. *Journal of Innovative Research in Teacher Education*, 4(3), 358-376. <https://doi.org/10.29329/jirte.2023.616.1>

* The data was gathered for the master's degree dissertation completed in 2022 by Nagihan Özyurt, supervised by İsmail Acun. The dissertation was titled as 'The level of realization and importance of high-level cognitive attainment of social studies curriculum according to teachers' views. Eskişehir Osmangazi University's ethics committee approved the research by its decision on 9.11.2020 numbered 23.

¹ Corresponding author, Eskişehir Osmangazi University, Educational Science Institute, Türkiye, ozyurtngn@gmail.com

² Eskişehir Osmangazi University, Faculty of Education, Turkish and Social Sciences Education Department, Türkiye, iacun@ogu.edu.tr

INTRODUCTION

Social studies, which has an important place in recognizing and making sense of the society and the world in which the individual lives, is a field that aims to provide knowledge and skills to the individual in this direction (Kamber, Acun, & Akar, 2011, p. 196). Since there are many disciplines within social studies, there are many definitions of social studies that vary according to the framework in which they are discussed. The definition of social studies quoted from Erden is as follows: "Social studies is a field of study in which students gain basic knowledge, skills, attitudes, and values related to social life based on information selected from social sciences disciplines to raise 'good' and 'responsible' citizens in primary schools" (Doğanay, 2002, p. 16). Accordingly, the curriculum of social studies, which has an important place in adapting the individual to the society to which he/she belongs and in raising him/her as a good citizen, is also extremely important. In addition to meeting the needs and being prepared at an appropriate level, it is also important that the curriculum is applicable (Aykaç, 2007, p.47). In order to understand the current social studies course and curriculum, it may be useful to briefly consider its historical process.

The social studies course, which incorporates many different human-based disciplines such as sociology, history, geography, political science, economics, and psychology, was introduced as a single course in Turkey in 1968 (Öztürk, 2012, p. 23). Previously (during the reign of Abdülhamit II), disciplines such as history, geography, and civics were taught as separate subjects. In 1962, history, geography, and civics courses were combined under the name of "society and country studies" in the primary school program (Koçoğlu & Aydın, 2017, p. 62). In the following years, although courses such as national history and national geography emerged again as single disciplines between 1980 and 1998, they were included in the program again in 1998, covering 4th and 7th grades (Öztürk, 2012, pp. 26-27). In 2005 and later in 2018, with the updates made in the curricula, the social studies course continues to exist at the upper-primary (4-7th grade) education level.

The Ministry of National Education (MoNE) updates the curricula as needed in line with current knowledge and to increase their applicability. As a result of this update, changes can be made in the attainment target, skills, and values of the programs. With the social studies curriculum implemented in Turkey in 2018, the number of learning areas was reduced, and a new learning area called "active citizenship" was added. Again, with this curriculum, the number of attainment targets was reduced, some values were removed from the curriculum and new values were added. While the 2005 curriculum had nine learning areas, this number was reduced to seven in the 2018 curriculum. The 2018 social studies curriculum is shaped around the following learning areas (MoNE, 2018, p.3), Individual and Society, Culture and Heritage, People, Places and Environments, Science, Technology and Society, Production, Distribution and Consumption, Active Citizenship, and Global Connections. While the total number of attainment targets for all grade levels in the social studies curriculum was 174 in the 2005 curriculum, the total number of attainment targets was reduced to 131 with the changes made in 2018.

Attempts are made to organize the levels of attainment targets by the level of the class they address. According to Bloom's taxonomy, which creates a hierarchical and progressive order, the basic level must be learned well to move from the basic level to the next level (Bloom, Engelhart, Furst, Hill & Krathwohl, 1956, pp 10-24). Bloom's taxonomy was born in 1948 as a result of a group of educators united around Benjamin Bloom categorizing the goals and objectives of education (Gültekin & Burak, 2019, p. 212). Classification studies planned to be carried out in cognitive, affective, and psychomotor areas were carried out in the cognitive area in 1956 and the affective area in 1964. The classifications in the psychomotor domain were later made by different scientists on different dates (Tutkun, 2012, p. 15). In Bloom's taxonomy, definitions were developed into six basic categories. These categories are knowledge, comprehension, application, analysis, synthesis, and evaluation (Krathwohl, 2002, p. 212). Taxonomy's last three steps are considered upper level (Ovacık, 2023, p.8). When the taxonomy, which was used in

this form for many years, became unable to keep up with the conditions of the age due to reasons such as being unrealistic in practice, new educational philosophies adopted, and the lack of an appropriate teaching model, the need for its renewal arose (Tutkun, 2012, p.16). In 2001, Bloom's taxonomy was reorganized and published again. In the developing and changing world conditions, educators think that it would be more effective in education to provide students with high-level thinking skills rather than giving them information directly (Ovacık, 2023, p. 2). In the revised Bloom's taxonomy, the steps other than the application step were modified and divided into subcategories (Krathwohl, 2002, p. 212). The sub-steps of the revised Bloom's taxonomy are as follows (Köğçe, Aydın, & Yıldız, 2009, p. 3).

Table 1. Dimensions and Steps with Higher Level Acquisitions in the Revised Taxonomy (Grade 4)

Cognitive Process Dimension	Knowledge Dimension			
	Factual Knowledge	Conceptual Knowledge	Procedural Knowledge	Metacognitive Knowledge
1. Remembering				
2. Understanding				
3. Application				
4. Analyzing				4.5.1
5. Evaluation			----	
6. Creation			4.4.4 4.5.4	

Considering the classification of the attainment targets in the 2018 social studies curriculum according to the revised Bloom's taxonomy, based on the studies of Büyükalan-Filiz and Baysal (2019, p. 243), it was determined that twenty-four attainment targets in the 4th-grade attainment targets were related to the cognitive domain. Considering that the taxonomy progresses hierarchically and progressively as complementary to each other, there were three attainment targets in the analysis and creation steps, which are more complex and higher level. No attainment target was found for the evaluation step.

Table 2. Dimensions and Steps with Higher Level Acquisitions in the Revised Taxonomy (Grade 5)

Cognitive Process Dimension	Knowledge Dimension			
	Factual Knowledge	Conceptual Knowledge	Procedural Knowledge	Metacognitive Knowledge
1. Remembering				
2. Understanding				
3. Application				
4. Analyzing	7.2.2 7.6.4	7.1.3 7.4.1 7.4.3 7.4.4 7.5.2 7.5.6 7.6.3 7.7.3		7.1.1
5. Evaluation				
6. Creation			7.7.4	7.5.5

Twenty-eight acquisitions from the 5th-grade level curriculum were found to be related to the cognitive domain (Büyükalan-Filiz & Baysal, 2019, p. 245). Among these acquisitions, a total of 11 acquisitions were identified in the analysis, evaluation, and creation steps, which are at higher level steps.

Table 3. Dimensions and Steps with Higher Level Acquisitions in the Revised Taxonomy (Grade 6)

Cognitive Process Dimension	Knowledge Dimension			
	Factual Knowledge	Conceptual Knowledge	Procedural Knowledge	Metacognitive Knowledge
1. Remembering				
2. Understanding				
3. Application				
4. Analyzing	6.1.3 6.6.3 6.7.4	6.1.2 6.2.4 6.5.1 6.5.2 6.5.5 6.7.1 6.7.2 6.7.3		
5. Evaluation				
6. Creation		6.4.2	6.5.3	

Thirty of the 6th-grade objectives were found to be related to the cognitive domain. No attainment target was identified at the evaluation stage. At the 6th grade level, attainment targets were concentrated at the analyzing and comprehension levels. A total of 13 attainment targets were found at the analysis and creation stages, 11 at the analysis, and 2 at the creation stages ((Büyükalın-Filiz & Baysal, 2019, p. 247).

Table 4. Dimensions and Steps with Higher Level Acquisitions in the Revised Taxonomy (Grade 7)

Cognitive Process Dimension	Knowledge Dimension			
	Factual Knowledge	Conceptual Knowledge	Procedural Knowledge	Metacognitive Knowledge
1. Remembering				
2. Understanding				
3. Application				
4. Analyzing	7.2.2 7.6.4	7.1.3 7.4.1 7.4.3 7.4.4 7.5.2 7.5.6 7.6.3 7.7.3		7.1.1
5. Evaluation				
6. Creation			7.7.4	7.5.5

Twenty-nine 7th-grade attainment targets were found to be in the cognitive domain. At this level, the intensity was in the conceptual knowledge dimension, comprehension and analyzing steps. There are no attainment targets in the application and evaluation stages. A total of 13 attainment targets were found in the analyzing and creating steps (Büyükalın-Filiz & Baysal, 2019, p. 250).

It will be realized under the guidance of teachers, teachers' opinions about the program are extremely important. In this sense, it will also be possible to determine the deficiencies that arise in practice. The continuity of the curriculum depends on the minimum difference between the planned and implemented curriculum, and the studies conducted in this sense contribute to the emergence and solution of the problem (Çelikkaya & Kürümlüoğlu, 2018, p. 106). The variables included in the study are variables that

are thought to be effective in the realization of the attainment targets. Variables such as gender, professional experience, and class size caused significant differences in some of the studies, while in some studies they caused positive results in favour of a group without causing a significant difference (Çalıklan, 2019; Fırat, 2019; Döner, 2019; Şara, 2019). This study is important because it is for all grade levels covered by the social studies course and it is evaluated in terms of the importance teachers attach to the attainment targets. The following research questions will be dealt with in the study.

What is the level of teachers' opinions about the level of realization and importance of the attainment targets (4th, 5th, 6th, and 7th grades) in the social studies curriculum?

Is there a relationship between the level of realization and the degree of importance of the attainment targets related to the high-level steps in the social studies curriculum according to the teachers?

Do the level of realization and the degree of importance of the attainment targets related to the higher-order step in the social studies curriculum differ according to social studies teachers and primary school teachers?

Do the realization levels and importance levels of the attainment targets related to the higher-order steps in the social studies curriculum differ according to the gender of the teachers?

Do the level of realization and the degree of importance of the attainment targets related to the higher-order step in the social studies curriculum differ according to the professional experience of the teachers?

Do the level of realization and the degree of importance of the objectives related to the higher-order step in the social studies curriculum differ according to the average class size of the teachers?

METHOD

Research Design

In the 2018 renewed social studies curriculum, this study, which aims to determine the level of realization of the attainment targets at the upper level according to Bloom's taxonomy and the degree of importance given to these attainment targets by teachers, is a quantitative study prepared in the survey model. This model utilizes data from large groups, large samples of people (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2012, p. 14).

As a quantitative research method, surveys can include many different approaches to data collection tools and data analysis. The researchers adopted a questionnaire for data collection from two group of teachers; i.e. the social studies teachers and 4th grader pupils' primary school teachers. The reason being that the researchers aimed at finding out teachers' opinions on social studies attainment targets. In order to gather data from a large group of participants, the researchers chose to adopt a research tool that include higher level attainment targets of social studies curricula. Thus, the would be collected set of data could be analyzed to assess the research question such as what is the level of teachers' opinions about the level of realization and importance of the attainment targets (4th, 5th, 6th, and 7th grades) in the social studies curriculum? This provides the researchers the ability to draws conclusion from a large set of data from a relatively large population. Thus, the results drawn from the set of data could be implemented to the larger population of social studies and primary school teachers all around Turkey.

Population and Sample

The study population of this research consists of social studies and 4th-grade primary school teachers working in Eskişehir province in the second semester of the 2020-21 academic year. The entire study population was included in the study. In this case, the participants of the study consisted of all fourth-

grade teachers and social studies teachers working in schools affiliated to the MoNE in Eskişehir province in the second semester of the 2020-2021 academic year. Since Eskişehir province has a sufficient number of teachers in terms of size and the number of teachers to be reached, considering the statistical analyses to be made, it was tried to reach the entire study population. Since the social studies course covers grades 4, 5, 6, and 7, it was aimed to collect data from all teachers teaching to the pupils at these grade levels. In the end, a total of 188 teachers, 63 primary school teachers, and 125 social studies teachers participated in the study. Demographic information about the participant teachers is given in Table 5.

Table 5. Demographic Information of the Participating Teachers

	Groups	Frequency (f)	Percent (%)
Gender	Female	108	57,4
	Male	80	42,6
	Total	188	100,0
Type of School that they are working	Primary	63	33,5
	Upper-primary	125	66,5
	Total	188	100,0
Average Class size (students)	Less than 10	6	3,2
	Between 10-15	21	11,2
	Between 16-20	30	16,0
	Between 21-25	45	23,9
	Between 26-30	51	27,1
	31 and more	35	18,6
Experience (years)	1-5 Years	16	8,5
	6-10 Years	30	16,0
	11-15 Years	31	16,5
	16-20 Years	38	20,2
	21 years and more	73	38,8

The number of teachers participating in the study was 188. Of these teachers, 63 were primary school teachers and 125 were social studies teachers. Forty-two of the primary school teachers were female and 66 of the social studies teachers were female. The number of teachers teaching to pupils with an average class size of 31 or more students is 35. The number of teachers with an average class size of 26-30 students is 51, the number of teachers with an average class size of 21-25 students is 45, the number of teachers with an average class size of 16-20 students is 30, the number of teachers with an average class size of 10-15 students is 21, and the number of teachers with an average class size of less than 10 students is 6. Of the teachers participating in the study, 38.8% had more than 21 years of experience, 20.2% had 16-20 years of experience, 16.5% had 11-15 years of experience, and 16% had 6-10 years of experience. Teachers with 1-5 years of experience constitute 8.5% of the participant teachers.

Data Collection Tool

According to the revised Bloom's taxonomy, the attainment targets in the social studies curriculum were determined based on the studies of Büyükalan Filiz & Baysal (2019, p. 243). Since the revised Bloom's taxonomy is oriented towards the cognitive domain steps, the 10 acquisitions for the psychomotor domain and 10 acquisitions for the affective domain in the curriculum were not included in the analysis (Büyükalan-Filiz & Baysal, 2019, p. 242). A 4-point Likert-type measurement tool was prepared to determine the level of realization of the determined attainment targets and the degree of importance of these attainment targets according to the teachers. Ethics committee permission and permission from the Directorate of National Education were obtained for the implementation of the measurement tool. This measurement tool was prepared for online data collection. Data were collected from primary school teachers (4th grade) and social studies teachers with the measurement tool consisting of 2 sections. In the data collection tool, the attainment targets of the social studies course were transferred to the measurement tool as in exact wording as they are in the curriculum. Therefore, there was no need to

create an item pool (Karakoç & Dönmez, 2014, p. 41). Since no change was made in any statement and no item new item was added, the pilot study did not include any research process to make changes in wording and expression, and factor analysis was not applied. In addition to the researcher, expert opinions were obtained from a social studies educator and a social studies teacher about the appropriateness of the Likert-type statements (none, low, medium, high) in the measurement tool. However, since the statements (attainment targets) in the measurement tool were taken exactly from the curriculum, they were not subjected to any further processing. In the research process, data were collected with a measurement tool that included all of the social studies course attainment targets. In the data obtained from this preliminary study, only high-level attainment targets were included in the measurement tool since there was no variation in the attainment targets at the basic level according to the revised Bloom's taxonomy.

The data collection tool consists of two parts. In the first part, teachers were asked for personal information such as gender, average class size, and professional experience. In the second part, only the social studies course attainment targets in the upper-level attainment targets were included. Teachers' opinions were presented regarding the level of realization of these objectives and the degree of importance attached by teachers to these objectives. Teachers were expected to evaluate the attainment targets as "none, low, medium, and high". The attainment targets determined to be among the high-level attainment targets are given in Appendix 1.

Validity and Reliability

The research deals with teachers' opinions about social studies attainment targets. It tries to explain how much importance the teachers attribute the certain attainment targets and their opinions about the achievement level of the attainment targets by the pupils, as explained in detail above.

In the data collection tool, the achievements of the social studies course, as they are included in the program transferred to the measurement tool as it is. Therefore, there was no need to create an item pool (Karakoç & Dönmez, 2014, p. 41). Since no change was made in any statement and no item was written, a pilot study was conducted to make changes in wording and expression studies were not conducted and factor analysis was not applied (Karasar, 2017, p. 195).

Data Analysis

The data in the research were collected online, and before proceeding to analysis, tests for normality were conducted to determine which tests to use. At this point, the Kolmogorov-Smirnov test was employed to compare the collected data with the normal probability distributions of the population. Additionally, the Shapiro-Wilk test was used to ascertain whether the data originated from a normally distributed population. The results of the tests yielded significance values for Kolmogorov-Smirnov as ($p=,000$) for the levels of importance and ($p=,008$) for the levels of realization. Shapiro-Wilk test results indicated significance levels as ($p=,000$) for importance levels and ($p=,002$) for realization levels. These findings suggest that the data is not normally distributed. In such cases, it is recommended to examine the kurtosis and skewness values (George & Mallery, 2010; Tabachnick & Fidell, 2012). Consequently, kurtosis and skewness values were computed for both variables. For the importance level variable, it was observed that the kurtosis value was ,528 and the skewness value was -1,118. As for the realization level variable, the kurtosis value was -,112 and the skewness value was -,298. These values fall within the critical value ranges indicated by George and Mallery (2010) as $-2/+2$ and by Tabachnick and Fidell (2012) as $-1.5/+1.5$ for the measure of normality, thus leading to the decision that the data exhibited a normal distribution. Consequently, the data was analyzed using parametric tests.

SPSS 26 package program was used to analyze the collected data. Frequency (f), percentages (%), and correlational analysis were used to analyze the data of teachers' responses. Gender variable was analyzed using an Independent group t-test; professional experience and average class size variables were analyzed using a One-Way Analysis of Variance. If a significant difference was detected, the Scheffe test

was used for multiple comparisons. In cases where group variances were not equal, the Games-Howell test was employed. Correlation analysis was performed to determine the relationship between the degree of importance and the level of realization. The responses were evaluated with the score range in Table 6 during the analysis.

Table 6. Average Evaluation Score Range According to 4-point Likert Type Measurement Tool

Range	Level of realization and degree of teachers' importance attribution
1 – 1,75	None
1,76 – 2,50	Low
2,51 – 3,25	Medium
3,26 – 4	High

FINDINGS

This section presents the findings obtained as a result of the analysis of the data collected from primary school teachers and social studies teachers through the measurement tool.

An Examination of Teachers' Views on the Level and Importance of the Attainment Targets in the Social Studies Curriculum (grades 4, 5, 6 and 7)

Regarding the level of realization and importance of the objectives, some of the teachers evaluated the objectives appropriate to the grade level in which they teach. Accordingly, two teachers evaluated only the 5th and 7th grade attainment targets. Two teachers who participated in the study expressed opinions only for the 5th-grade attainment targets, one teacher for the 6th-grade attainment targets, and two teachers for the 7th-grade attainment targets. The mean values of the realization levels of the objectives and the degree of importance given to the objectives by the teachers are shown in Table 7.

Table 7. According to Social Studies Teachers and Primary School Teachers, Levels of Achievement of Attainment Targets and Means of Importance Levels

		N	\bar{X}
Primary school teachers	Level of realization	63	3,06
	Level of importance attribution	63	3,47
Social studies teachers	Level of realization	124	3,04
	Level of importance attribution	124	3,51

Three of the 4th-grade attainment targets are at the upper level. Among these three attainment targets, the level of realization of the attainment targets "4.5.1. He/she distinguishes between wants and needs and makes conscious choices between the two" by the primary school teachers was found to be "high" (\bar{X} =3.29). The level of realization of the other two objectives was found to be "medium". Again, according to the responses of the primary school teachers, the importance level of all of the aforementioned attainment targets was found to be "high". The attainment target with the highest mean value (\bar{X} =3,61) was the attainment target coded 4.5.1, which was determined to have a high level of realization.

It was determined that only one of the 5th grade attainment targets in the high-level step was realized at the "high" level (\bar{X} =3.29). Except for the attainment target "5.3.4 Questions the causes of disasters and environmental problems in the environment where he/she lives", which was thought to be realized at a high level, it was determined that the other attainment targets were realized at a "medium" level. The

attainment target with the lowest mean value is "5.5.5. Develops new ideas based on production, distribution and consumption through cooperation". The degree to which social studies teachers attach importance to the 5th-grade attainment targets was found to be at the "high" level. The highest mean value ($\bar{X}=3,66$) was found to be the attainment target coded 5.3.4. The acquisition coded 5.5.5 was found to have the lowest average score in the opinions on the degree of importance.

It was determined that the attainment target with the lowest realization score ($\bar{X}=2,76$) among the social studies course objectives was the attainment target coded 6.6.3. The attainment target with the highest mean value ($\bar{X}=3,34$) was the attainment target coded 6.5.2. The general average of the 6th-grade attainment targets' level of realization was found to be "medium". Among the 6th-grade attainment targets, the attainment target coded 6.5.2 had the highest mean value of importance ($\bar{X}=3,68$). Again, the attainment target coded 6.6.3 had the lowest mean value ($\bar{X}=3,36$) among the 6th-grade attainment targets. All of the attainment targets were found to be "highly" important.

The 7th-grade attainment target with the highest mean value ($\bar{X}=3,28$) was the attainment target coded 7.4.4 " He/she evaluates the contribution of free thought to scientific developments." Again, the acquisitions with the lowest mean value ($\bar{X}=2,91$) among the 7th-grade acquisitions were "7.2.2 He/she analyzes the conquest policy of the Ottoman Empire through examples." and "7.6.4 Analyzes the problems encountered in the implementation processes of democracy." Among the 7th-grade attainment targets, the attainment target with the highest average score ($\bar{X}=3,66$) was the attainment target coded 7.1.1. Among the 7th-grade attainment targets, the attainment target coded 7.2.2 had the lowest average score ($\bar{X}=3,41$).

The attainment target coded 6.6.3 had the lowest average score in terms of both the degree of importance and the level of realization. The attainment target with the highest degree of importance and the highest level of realization was the attainment target coded 6.5.2. While the general level of realization of the attainment targets was found to be $\bar{X}=3,04$, the degree of importance was found to be $\bar{X}=3,50$. This finding shows that the objectives that were found to be "highly" important remained at the "medium" level in terms of realization due to various reasons.

According to the Teachers, an Investigation on the Relationship between the Level of Realization of the Attainment Targets Related to the Upper-Level Steps in the Social Studies Curriculum and the Degree of Importance

The relationship test in terms of the degree of importance given and the level of realization is as follows.

Table 8. The Relationship between the Level of Achievement of Attainment Targets and Their Importance

		Level of realization	Level of importance attribution
Level of realization	Pearson	1	,532**
	Correlation		,000
	p	187	185
	N		
Level of importance attribution	Pearson	,532**	1
	Correlation	,000	
	p	185	185
	N		

** Correlation is significant at 0.01 level (p).

According to the correlation analysis, it was found that there was a significant positive relationship between teachers' level of achievement of attainment targets and their degree of giving importance to attainment targets ($r = 0.532$, $p < .01$). Accordingly, it can be said that as the degree of teachers' giving importance to the attainment targets increases, the level of realization of the attainment targets also

increases. When the coefficient of determination ($r^2 = 0,28$) is taken into consideration, it can be said that 28% of the total variance in the realization of the attainment targets is due to the degree of importance. It can be said that this situation shows that the importance given by the teachers to the attainment target is highly effective in the realization of the attainment targets.

Investigation of the Level of Realization and Importance of the Attainment Targets Related to the High-Level Steps in the Social Studies Curriculum in Terms of Social Studies Teachers and Primary School Teachers

According to the findings, primary school teachers and social studies teachers were similar in the realization of the lesson and the degree of importance given to the attainment targets. While both groups indicated the level of importance as high, they indicated the level of realization of the attainment targets as medium (see Table 7).

Investigation of the Realization Levels and Importance Degrees of the Attainment Targets in the Higher-Level Step of the Social Studies Course according to Gender Variable

The gender variable was included in the study in order to determine the effect of gender roles on the realization of social studies course attainment targets and determining their importance levels, and to determine whether there is a difference between male and female teachers in this sense. According to the findings obtained from the collected data, the t-test results for the level of realization depending on the gender variable are shown in Table 9.

Table 9. Level of Achievement of Attainment Targets by Gender t-Test Results

	Gender	N	\bar{X}	S	df	t	p
5.2.5 He/she evaluates the historical development of cultural elements in daily life.	Female	66	3,12	,795	120	1,99	,048*
	Male	56	2,84	,757			
7.4.1 He/she examines change and continuity in the preservation, dissemination and transfer of knowledge.	Female	64	3,27	,718	112,535	2,46	,016*
	Male	56	2,93	,783			
7.4.4. He/she evaluates the contribution of free thought to scientific developments.	Female	65	3,45	,685	112,03	2,668	,009*
	Male	57	3,09	,786			
7.5.2. He/she evaluates the effects of developments in production technology on social and economic life.	Female	67	3,30	,652	122	2,20	,029*
	Male	57	3,02	,767			

* $p < .05$

As a result of the t-test conducted for gender, a significant difference was found in four attainment targets regarding the level of realization. These significant differences are in favour of female teachers.

The results of the independent groups t-test on the degree to which teachers attach importance to the attainment targets are shown in Table 10.

Table 10. The Results of the t-Test on the Importance of Attainment Targets According to Gender

	Gender	N	\bar{X}	S	df	t	P
5.2.5 He/she evaluates the historical development of cultural elements in daily life.	Female	64	3,59	,635	117	2,06	,041*
	Male	55	3,35	,673			
6.4.2. He/she puts forward ideas about the effects of scientific and technological developments on future life.	Female	63	3,70	,528	105,47	2,08	,040*
	Male	55	3,47	,634			
7.2.2. He/she analyzes the conquest policy of the Ottoman Empire through examples.	Female	64	3,55	,688	119	2,07	,040*
	Male	57	3,26	,813			
7.4.4. He/she evaluates the contribution of free thought to scientific developments.	Female	64	3,69	,614	108,10	2,11	,037*
	Male	57	3,42	,755			

* p<.05

When the degree of importance was examined according to gender, significant differences were found in favor of female teachers in four attainment targets. Accordingly, two gains in which significant differences were found in both the level of realization and the degree of importance are common. The mean values for the realization levels and importance levels of the attainment targets are shown in Table 11.

Table 11. Mean Results of t-Test on the Level of Realization of Attainment Targets and Importance According to Gender

	Gender	N	\bar{X}	S	df	t	p
Level of realization	Female	107	3,09	,569	185	1,34	,181
	Male	80	2,98	,576			
Level of importance attribution	Female	106	3,53	,507	183	,803	,423
	Male	79	3,47	,565			

*p<.05

As a result of the t-test, significant gender-based differences were found in the level of realization of four objectives and the degree of importance of four objectives. In the acquisition "5.2.5 He/she evaluates the historical development of cultural elements in daily life", in which significant differences were found in both the level of realization and the degree of importance, a significant difference was found in favor of female teachers ($\bar{X}=3,12$) at the level of realization ($t_{(120)}=1,99=p<,05$). Again, when the importance level of this attainment target was examined, both female teachers ($\bar{X}=3,59$) and male teachers ($\bar{X}=3,35$) were found to be "highly" important, and a significant difference was found in favor of female teachers ($t_{(117)}=2,06=p<,05$). Since the p-value of this attainment target was close to .05, the effect size calculation resulted in an effect size of 0.36. Based on Cohen's view that values between 0.2-0.5 are moderately effective (Kılıç, 2014, p. 45), it can be said that the difference between the level of achievement scores of female and male teachers in this attainment target is moderately effective. The level of realization of the attainment target "7.4.1 He/she examines change and continuity in the preservation, dissemination and transfer of knowledge" was found to have a "high" average value by

female teachers ($\bar{X}=3,27$), while male teachers ($\bar{X}=2,93$) had a "medium" average value. Considering the general average of the gains, the level of realization was found to be at the "medium" level by both female teachers ($\bar{X}=3,09$) and male teachers ($\bar{X}=2,98$). The degree of importance was considered "highly" important by female teachers ($\bar{X}=3,53$) and male teachers ($\bar{X}=3,47$).

Investigation of the Realization Levels and Importance Degrees of the Acquisitions at the Higher Level in the Social Studies Course according to the Variable of Professional Experience

Experience is important in almost every profession because the individual learns some situations by doing and living and develops a behavior accordingly. Considering the importance of experience in the teaching profession, the variable "professional experience" was included in the study. The results of the One-Way Analysis of Variance examining the level of realization and importance of the social studies course attainment targets in terms of professional experience are as shown in Table 12.

Table 12. One-Way Analysis of Variance Results of the Level of Realization and Importance of Attainment Targets According to Professional Experience

	Source of Variation	Sum of Squares	df	Mean Scores	F	p
Level of realization	Between Groups	1,138	4	,284	,863	,488
	Whitin groups	60,025	182	,330		
	Total	61,163	186			
Level of importance attribution	Between groups	1,219	4	,305	1,076	,370
	Whitin groups	51,011	180	,283		
	Total	52,231	184			

* $p < .05$

There was no significant difference in the responses evaluated in terms of professional experience. At the level of realization, teachers with 21 years and above ($\bar{X}=3,12$) responded more positively than the other groups, but there was no significant difference ($F_{(4, 182)} = ,863$; $p > ,05$). In terms of giving importance to the gains, teachers with 1-5 years of experience ($\bar{X}=3,59$) and 6-10 years of experience ($\bar{X}=3,64$) gave higher importance to the gains, but again there was no significant difference ($F_{(4, 180)} = 1,076$; $p > ,05$).

Investigation of the Realization Levels and Importance Degrees of the Acquisitions in the Higher-Level Step of the Social Studies Course According to the Average Class Size Variable

This variable was included in the study because it was thought that the class size being crowded enough to disrupt the course or having too few students in the class to allow the teacher to deal with the students one-on-one might provide an advantage or disadvantage in terms of academic achievement. As a result of the One-Way Analysis of Variance, no significant difference was found regarding the importance levels of the aforementioned attainment targets. There was only one attainment target for which there was a significant difference in the level of realization. The results for this attainment target are as in Table 13.

Table 13. One-Way Analysis of Variance Results of the Level of Achievement of Attainment Targets by Average Class Size

Attainment target	Source of Variation	Sum of Squares	df	Mean Scores	F	p	St. significant
4.5.1 He/she distinguishes between wants and needs and makes conscious choices between the two	Between groups	10,049	5	2,010	4,273	,002*	B-A,E-A, F-A
	Whitin groups	26,808	57	,470			
	Total	36,857	62				

* $p < .05$

Scheffe test was conducted to determine between which groups there was a significant difference. According to the results of the Scheffe test, a significant difference was found between the groups with an average class size of less than 10 students, 10-15 students, 26-30, and 31+ students. The level of achievement of the attainment targets by teachers with average class size in Group B ($\bar{X}=3,80$), Group E ($\bar{X}=3,33$), and Group F ($\bar{X}=3,70$) created a significant difference in a positive direction compared to Group A ($\bar{X}=1,50$).

DISCUSSION AND CONCLUSION

In the study, data were collected on the level of realization of the high-level attainment targets in the social studies curriculum and the degree of importance teachers attach to the attainment targets. As a result of the findings obtained, different results were determined about the level of realization and importance of the attainment targets depending on the variable they were addressed. While the realization of the attainment targets was determined as "medium" level, the importance given by teachers to the attainment targets was determined as "high". The attainment target with the lowest level of realization was "6.6.3 Analyzes the factors affecting the decision-making process of management" and it was the attainment target with the highest number of "none" marks in the importance level options. In addition, this attainment targets is one of the attainment targets with a lower average score compared to the others in terms of the degree of importance given by the teachers. The acquisition "6.5.2 analyzes the effects of unconscious consumption of resources on living life", which has the highest level of realization, was determined as the acquisition with the highest degree of importance in the responses given by the teachers. Based on these findings, Tonga (2017, p. 24) stated in his study on value teaching that the teacher cannot impart the value that he does not have, which can also be said for similar attainment targets. It can be said that some of the teachers are not careful about realizing the acquisition that they do not care about, in other words, do not find it necessary, or do not make an effort for it.

In Kılınçkaya's study, it was determined that students who completed primary education learned the social studies course attainment target at a "moderate" level in line with the views of teachers (Kılınçkaya, 2018, p. 62). In this sense, the result obtained is similar to this study. In the master's thesis prepared by Eryılmaz, the level of realization of the attainment target "Analyzes the factors affecting the decision-making process of the administration", which was found to be the lowest among the attainment target mentioned in this study, was also found to be the lowest compared to the other attainment targets compared. The reason for this was that the attainment target remained abstract and was not suitable for the student level (Eryılmaz, 2019, p. 94). In the study conducted by Çalıklan, only the 5th grade attainment targets were discussed and it was concluded that they were realized at a high level (Çalıklan, 2019, p. 75). In this study, when only the 5th grade attainment targets were examined, it was determined that the opinions on the realization of the attainment targets were at a moderate level. In this sense, it does not overlap with Çalıklan's study.

In the analysis based on gender, a few acquisitions with significant differences were identified. The significant difference in these attainment targets was in favour of female teachers. Looking at the average scores, it can be said that female teachers are more successful in realizing the attainment targets and their level of caring about the attainment targets is higher. In this sense, it overlaps with Çalıklan's study.

When analyzed in terms of professional experience, no significant difference was found, but teachers with less than 10 years of professional experience were found to give higher importance to the attainment targets. Teachers with 21 years of experience or more were more successful in achieving the attainment targets, but this did not reveal a significant difference. In Çalıklan's study, a significant difference was found between teachers with less than 10 years of experience and teachers with 11 years and more experience in favour of more experienced teachers (Çalıklan, 2019, p. 80). According to another

study on how teacher experience affects learning, it was found that as teachers' experience increases, their influence on teaching also increases (Kini & Podolsky, 2016, s.27).

In the analysis of class size, only one attainment target was found to have a significant difference. This is an attainment target belonging to the 4th grade. According to the finding obtained, the achievement scores of teachers with less than 10 students were found to be lower compared to other teachers. In this study, it was determined that the low number of students in the grade levels progressing from 4th to 7th grade positively affected the learning of the attainment targets. The fact that the small class size became a disadvantage only at the 4th-grade level and in one attainment target may be related to many reasons. This may also be associated with Kaya's finding that peer-assisted instruction was effective in the success of 6th-grade students, but the competitive environment was effective in 8th-grade students (Kaya, 2020, p. 120). In smaller classes such as 4th grade, the presence of more students compared to less than 10 students may be beneficial in terms of learning the lesson through peer influence. It can be thought that teacher interest is more effective on students due to exam anxiety and competition as the grade levels progress. According to the teacher opinions in Akmeşe's (2019, p. 103) study on the 5th-grade social studies course curriculum, the gains cannot be taught in crowded classes by student-centred teaching. Insufficient time was emphasized as one of the important reasons for this situation. In Akkaş's study (2011, p. 86), it was concluded that the increase in class size negatively affected student achievement, which overlaps with this study in this sense.

Considering the level of realization and the degree of importance attached to the objectives in this study, the fact that the importance given by teachers to the objectives is high, but they remain at a medium level of realization can be attributed to many reasons. These may be program-related, student-related, teacher-related, and physical conditions and facilities (Metin Göksu & Taşyürek, 2023, p. 282). In this sense, in order not to interrupt teaching, it should be aimed to eliminate the problems that can be solved and studies that produce solutions should be emphasized. In pre-service and in-service training, it is aimed to develop teacher competencies to realize the attainment targets for the higher-level step training can be provided. According to the teachers, the realization levels of the attainment targets that were found to be less important were also found to be lower than the others. It can be suggested as a research topic according to what teachers attach importance to the attainment targets. By applying methods such as achievement tests and observations on the level of achievement of the attainment targets, the student dimension in the realization of the attainment targets can be suggested as a research topic.

Statement of Researchers

Researchers contribution rate statement: The researchers contributed equally to this study.

Conflict statement: Both authors declare that there is no personal or financial conflict of interest in this study.

Support and thanks: None

REFERENCES

- Akkaş, M. (2011). *İlköğretim 8. sınıf öğrencilerinin ders başarılarını etkileyen kişisel, sosyo-ekonomik ve okul kaynaklı faktörlerin incelenmesi (Konya ili Akşemseddin i.o örneği)* [Investigation of personal, socio-economic and school-related factors affecting the course achievement of 8th grade primary school students (The case of Konya province Akşemseddin Primary School)] (Unpublished master thesis). Accessed from <https://tez.yok.gov.tr> on 25.11.21.
- Akmeşe, S. (2019). *2017 ortaokul 5. sınıf sosyal bilgiler öğretim programının öğretmen görüşlerine göre değerlendirilmesi* [Evaluation of 2017 upper-level primary 5th grade social studies curriculum according to teachers' opinions] (Unpublished master thesis). Accessed from <https://tez.yok.gov.tr> on 02.03.21.

- Ayka, N. (2007). İlköğretim sosyal bilgiler dersi eğitim-öğretim programına yönelik öğretmen görüşleri [Teachers' views on the primary social studies curriculum], *Elektronik Sosyal Bilimler Dergisi*, 6(22), 46-73. Retrieved from https://dergipark.org.tr/tr/pub/esosder/issue/6136/82315#article_cite
- Bloom, B.S. (Ed.), Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook 1: Cognitive domain*. New York: David McKay.
- Büyükalın-Filiz, S., & Baysal, S. B. (2019). Sosyal bilgiler dersi öğretim programı kazanımlarının revize edilmiş Bloom taksonomisine göre analizi [Analysis of social studies curriculum objectives according to the revised Bloom's taxonomy]. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 20(1), 234-253. <https://doi.org/10.17679/inuefd.435796>
- Büyüköztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2012). *Bilimsel araştırma yöntemleri [Methods of scientific research]*. Ankara: Pegem.
- Çalıklan, Ö. (2019). *2017-2018 yeni sosyal bilgiler öğretim programında yer alan 5.sınıf sosyal bilgiler dersi kazanımlarının öğretmen görüşlerine göre gerçekleştirilme düzeyinin belirlenmesi* [Determining the level of realization of the 5th grade social studies course objectives in the new 2017-2018 social studies curriculum according to teacher opinions] (Unpublished master thesis). Accessed from <https://tez.yok.gov.tr> on 02.03.21.
- Çelikkaya, T., & Kürümlüoğlu, M. (2018). Yenilenen sosyal bilgiler dersi öğretim programına yönelik öğretmen görüşleri [Teachers' views on the revised social studies curriculum], *Uluslararası Türk Eğitim Bilimleri Dergisi*, 6(11), 104-120. Retrieved from https://dergipark.org.tr/tr/pub/goputeb/issue/39821/430128#article_cite
- Doğanay, A. (2002). Hayat bilgisi ve sosyal bilgiler öğretimi [Life science and social studies teaching]. In C. Öztürk & D. Dilek (Ed.). *Sosyal bilgiler öğretimi* (1. baskı), (ss.15-46). Ankara: Pegem.
- Döner, N. (2019). *2018 sosyal bilgiler programı ortaokul müfredat değişikliği ve öğretmen görüşleri* [2018 social studies program middle school curriculum change and teachers' opinions] (Unpublished master thesis). Accessed from <https://tez.yok.gov.tr> on 04.03.21.
- Eryılmaz, E. (2019). *Sosyal bilgiler öğretim programında yer alan etkin vatandaşlık öğrenme alanı kazanımlarının uygulanabilirliği hakkında öğretmen görüşleri* [Teachers' opinions about the applicability of the active citizenship learning outcomes in the social studies curriculum] (Unpublished master thesis). Accessed from <https://tez.yok.gov.tr> on 25.09.21.
- Fırat, M. N. (2019). *Yenilenen 5. sınıf sosyal bilgiler dersi programına ilişkin öğretmen görüşleri* [Teachers' opinions on the revised 5th grade social studies curriculum] (Unpublished master thesis). Accessed from <https://tez.yok.gov.tr> on 04.03.21.
- George, D. & Mallery, M. (2010). *SPSS for windows step by step: a simple guide and reference*. 17.0 update (10a ed.) Boston: Pearson.
- Gültekin, M. & Burak, D. (2019). 4. sınıf sosyal bilgiler dersi öğretim programı kazanımlarının Bloom ve revize Bloom taksonomilerine göre incelenmesi [Examination of 4th grade social studies curriculum attainment targets according to Bloom and revised Bloom taxonomies], *Sosyal Bilimler Dergisi*, 9(18), 121-140. Retrieved from <https://doi.org/10.31834/kilissbd.597408>
- Kamber, T., Acun, İ. & Akar, C. (2011). İlköğretim birinci kademe sosyal bilgiler öğretim programının uygulanabilirliği [The applicability of the primary school first level social studies curriculum], *Uşak Üniversitesi Sosyal Bilimler Dergisi*, 4 (2), 195-218.
- Karakoç, F. Y. & Dönmez, L. (2014). Ölçek geliştirme çalışmalarında temel ilkeler [Basic principles in scale development studies], *Tıp Eğitimi Dünyası*, 13(40), 39-49. Retrieved from https://dergipark.org.tr/tr/pub/ted/issue/21322/228738#article_cite

- Karasar, N. (2017). *Bilimsel araştırma yöntemi [Scientific research method]*. Ankara: Nobel Akademik Yayıncılık.
- Kaya, E. (2020). *Ortaokul öğrenci öğretmen ve yöneticilerinin öğrenci başarısını etkileyen faktörlere ilişkin görüşlerinin parklıçeto analizi ile değerlendirilmesi [Evaluation of the views of secondary school student teachers and administrators on the factors affecting student achievement with pareto analysis]* Accessed from <https://tez.yok.gov.tr> on 24.11.21.
- Kılıç, S. (2014). Etki büyüklüğü [Magnitude of impact]. *Journal of Mood Disorders*, 4(1), 44-6. <https://doi.org/10.5455/jmood.20140228012836>
- Kılınçkaya, Ö. (2018). *Sosyal bilgiler öğretmenlerinin Türkiye'deki sosyal bilgiler eğitimine ilişkin görüşleri [Social studies teachers' views on social studies education in Turkey]* (Unpublished master thesis). Accessed from <https://tez.yok.gov.tr> on 09.01.21.
- Kini, T. & Podolsky, A. (2016). *Does teaching experience increase teacher effectiveness? A review of the research*. Santa Maria: Learning Policy Institute.
- Koçoğlu E. & Aydın, M. (2017). Alan uzmanlarına göre 2017 sosyal bilgiler programının 2005 programı çerçevesinde analizi [Analysis of the 2017 social studies curriculum within the framework of the 2005 curriculum according to field experts]. *International Journal of Social Science Research*, 6(1), 60-72. Accessed on https://dergipark.org.tr/tr/pub/ijsresearch/issue/33399/371664#article_cite
- Köçge, D., Aydın, M. & Yıldız, C. (2009). Bloom taksonomisinin revizyonu: Genel bir bakış [Revision of Bloom's taxonomy: An overview]. *İlköğretim Online*, 8(3), 1-7. Accessed on https://dergipark.org.tr/tr/pub/ilkonline/issue/8597/107010#article_cite
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into Practice*, 41(4), 212-218. https://doi.org/10.1207/s15430421tip4104_2
- Metin Göksu, M. & Taşyürek, Z. (2023). Sosyal bilgiler öğretmenlerinin öğretim sürecinde yaşadıkları sorunlar[Problems experienced by social studies teachers in the teaching process], *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 9(1), 275-289. <https://doi.org/10.31592/aeusbed.1213859>
- Ministry of National Education (Milli Eğitim Bakanlığı) (2018). Sosyal bilgiler dersi öğretim programı (ilkokul ve ortaokul 4, 5, 6 ve 7. sınıflar) [Social studies curriculum (primary and secondary school grades 4, 5, 6 and 7)]. Ankara. Accessed from <http://mufredat.meb.gov.tr> on 25.05.21.
- Ovacık, S. (2023). *Altıncı sınıf sosyal bilgiler öğretim programının ve uygulamaların öğrencilere üst düzey düşünme becerileri kazandırma durumlarının öğretmen görüşlerine göre incelenmesi [Investigation of the sixth grade social studies curriculum and practices to provide students with higher order thinking skills according to teachers' opinions]* (Unpublished master thesis). Accessed from <https://tez.yok.gov.tr> on 30.07.23.
- Öztürk, C. (2012). Sosyal bilgiler: Toplumsal yaşama disiplinlerarası bir bakış [Social studies: An interdisciplinary approach to social life]. In C. Öztürk (Ed.). *Teaching social studies: Democratic citizenship education* (3th ed.), (ss.1-31). Ankara: Pegem.
- Şara, V. (2019). *Güncellenen 5. sınıf sosyal bilgiler öğretim programının öğretmen görüşlerine göre değerlendirilmesi (Erzurum ili örneği) [Evaluation of the updated 5th grade social studies curriculum according to teachers' opinions (Erzurum province case)]* (Unpublished master thesis). Accessed from <https://tez.yok.gov.tr> on 27.02.21.
- Tabachnick, B. G. & Fidell, L. S. (2012). *Using multivariate statistics*. (6 Ed.). New York: Pearson.
- Tonga, D. (2017). Rol model olarak sosyal bilgiler öğretmeni [The social studies teacher as a role model]. *Kırıkkale Üniversitesi Sosyal Bilimler Dergisi*, 7(2), 17-30. Retrieved from https://dergipark.org.tr/tr/pub/kusb/issue/30549/303901#article_cite

Tutkun, Ö. F. (2012). Bloom'un yenilenmiş taksonomisi üzerine genel bir bakış [An overview of Bloom's revised taxonomy]. *Sakarya University Journal of Education*, 2(1), 14-22. Retrieved from <https://www.acarindex.com/dosyalar/makale/acarindex-1423911421.pdf>

Author Biographies

Nagihan ÖZYURT, is a history teacher. She completed her master's degree with a thesis at Eskişehir Osmangazi University, Institute of Educational Sciences- Social Studies Education.

İsmail ACUN is a social studies teacher educator at Eskişehir Osmangazi University, Education Faculty, Department of Social Studies.

APPENDIX-1

High-Level Attainment Targets of Social Studies Lesson

Grade and Attainment Targets Codes	Attainment Targets
	<u>Science, Technology and Society Learning Domain</u>
4.4.4.	He/she develops ideas for designing unique products based on the needs in their environment.
	<u>Production, Distribution and Consumption Learning Domain</u>
4.5.1.	He/she distinguishes between wants and needs and makes conscious choices between the two
4.5.4.	He/she creates a sample budget of its own
	5th Grade Attainment Targets
	<u>Culture and Heritage Learning Domain</u>
5.2.4.	He/ she analyzes the role of cultural elements in the coexistence of people.
5.2.5.	He/she evaluates the historical development of cultural elements in daily life.
	<u>People, Places and Environments Learning Domain</u>
5.3.4.	Questions the causes of disasters and environmental problems in the environment where he/she lives"
	<u>Science, Technology and Society Learning Domain</u>
5.4.1.	He/she discusses the impact of technology use on socialization and social relations.
5.4.2.	Question the accuracy and reliability of the information they access in the virtual environment.
	<u>Production, Distribution and Consumption Learning Domain</u>
5.5.1.	Analyzes the economic activities of the place where he/she lives and his/her environment.
5.5.3.	Analyzes the impact of economic activities in the environment on the social lives of people.
5.5.4.	Analyzes the production, distribution and consumption network of products to meet basic needs.

5.5.5.	Develop new ideas based on production, distribution and consumption through collaboration.
<hr/>	
<u>Active Citizenship Learning Domain</u>	
5.6.1.	Associates individual and social needs with the institutions that serve to meet these needs.
<hr/>	
<u>Global Connections Learning Domain</u>	
5.7.1.	Investigates the role of the place where he/she lives and its environment in the economic relations between our country and other countries.

6th Grade Attainment Targets

Individual and Society Learning Domain

- | | |
|--------|-------------------------------------------------------------------------------------------------------|
| 6.1.2. | Analyzes the place and role of social, cultural and historical ties in the formation of social unity. |
| 6.1.3. | Question prejudices against differences in order to live in harmony in society. |

Culture and Heritage Learning Domain

- | | |
|--------|-------------------------------------------------------------------------------------------------|
| 6.2.4. | Analyzes the process of Turks' homeland of Anatolia within the scope of XI and XIII. centuries. |
|--------|-------------------------------------------------------------------------------------------------|

Science, Technology and Society Learning Domain

- | | |
|--------|----------------------------------------------------------------------------------------------------------|
| 6.4.2. | He/she puts forward ideas about the effects of scientific and technological developments on future life. |
|--------|----------------------------------------------------------------------------------------------------------|

Production, Distribution and Consumption Learning Domain

- | | |
|--------|--------------------------------------------------------------------------------------------------------------|
| 6.5.1. | Associates economic activities with the resources of our country. |
| 6.5.2. | Analyzes the effects of unconscious consumption of resources on living life. |
| 6.5.3. | Prepares investment and marketing project proposals taking into account the geographical features of Turkey. |
| 6.5.5. | Analyzes the place and importance of qualified manpower in the development of the Turkish economy. |

Active Citizenship Learning Domain

- | | |
|--------|---------------------------------------------------------------------------|
| 6.6.3. | Analyzes the factors affecting the decision-making process of management. |
|--------|---------------------------------------------------------------------------|

Global Connections Learning Domain

- | | |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 6.7.1. | Analyzes the cultural, social, political and economic relations of our country with the Turkish Republics and neighboring states. |
| 6.7.2. | Analyzes the economic relations of our country with other countries. |
| 6.7.3. | Analyzes the roles of our country in the international arena depending on its political, military, economic and cultural characteristics. |
| 6.7.4. | Questions the effects of popular culture on our culture. |

7th Grade Attainment Targets

Individual and Society Learning Domain

- | | |
|--------|-------------------------------------------------------------------------------------------------------------------|
| 7.1.1. | Analyzes the attitudes and behaviours that affect communication and questions their own attitudes and behaviours. |
|--------|-------------------------------------------------------------------------------------------------------------------|

7.1.3.	Discusses the role of media in social change and interaction.
<u>Culture and Heritage Learning Domain</u>	
7.2.2.	He/she analyzes the conquest policy of the Ottoman Empire through examples.
<u>Science, Technology and Society Learning Domain</u>	
7.4.1.	He/she examines change and continuity in the preservation, dissemination and transfer of knowledge.
7.4.3.	Analyzes the impact of the developments in Europe between the XV-XX. centuries on the formation of today's scientific accumulation.
7.4.4.	He/she evaluates the contribution of free thought to scientific developments.
<u>Production, Distribution and Consumption Learning Domain</u>	
7.5.2.	He/she evaluates the effects of developments in production technology on social and economic life.
7.5.5.	Plans for vocational preferences, taking into account the new professions emerging due to developments in the world.
7.5.6.	Analyzes the changes brought about by digital technologies in production, distribution and consumption networks.
<u>Active Citizenship Learning Domain</u>	
7.6.3.	Associates the basic qualities of the Republic of Turkey with the practices in social life.
7.6.4.	Analyzes the problems encountered in the implementation of democracy.
<u>Global Connections Learning Domain</u>	
7.7.3.	Question stereotypes about various cultures.
7.7.4.	Develops ideas for solving global problems with their friends.

