Comparative evaluation of 2018 and 2024 Turkish social studies curricula: A document review

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Abstract

Social studies has a long development process in the Turkish education system. The curriculum of this course has been revised from time to time with the developments in the world and Türkiye. This research evaluates the comparative evaluation of 2018 and 2024 Turkish social studies curricula. The research is a qualitative study based on document analysis. The research documents consist of 2018 and 2024 Turkish social studies curricula. The documents were deciphered using the content analysis technique. Unlike the 2018 Turkish social studies curriculum, the number of learning areas and outcomes were reduced in the 2024 social studies curriculum. In addition to the content, it was also determined that formal changes were made. As in the 2018 Turkish social studies curriculum, values and skills are important in the 2024 curriculum, but literacy skills are critical in the 2024 curriculum. The study results indicated that the 2024 social studies curriculum was relatively more spartan than the 2018 curriculum.

Keywords: Social studies, 2018 and 2024 Turkish social studies curricula, document analysis

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INTRODUCTION

The education process aims to provide individuals with skills such as critical thinking, decision-making, and implementation, as well as finding solutions to problems within the group in accordance with the requirements of the 21st century. At the same time, transferring universal values such as peace, tolerance, respect, and equality is the primary purpose of education. However, acquiring these values and skills can be possible through education and training programs (Kalaycı & Baysal, 2019). While education is defined as a system that is carried out in a planned manner and provides individuals with specific learning outcomes, structures such as curriculum and lesson plan that give function to the educational process are defined as curriculum (Turkish Language Association [TLA], 2024). Aygün (2021) states that educational programs are not only for a specific field but also offer individuals a lifelong learning process, while curricula refer to the process of teaching courses in educational institutions. The difference between these concepts stems from curricula being limited to teaching courses, while educational programs offer a more comprehensive process.

Social studies is a teaching field that equips individuals with the knowledge, skills, and values necessary to take an active part in society (Mofoluwawo, 2023). Öztürk and Deveci (2020) stated that social studies offer an effective education process by combining the common techniques and methods of social sciences. At the same time, it is a program that aims to raise individuals who can use these methods, make and implement effective decisions, and produce solutions to social problems. The social studies course (SSC) has been systematically integrated into the Turkish curriculum since 2005 and has become an important tool for transferring social values to students. This course is recognized as one of the basic building blocks of education, teaching the role of values in the development of individuals and society. This approach is critical in terms of strengthening the understandings that form the basis of social development (Alaca, 2022). Social studies is a comprehensive program that aims to provide knowledge and develop the skills necessary for students to fulfill their social responsibilities. The National Council for Social Studies (NCSS) defines social studies as a multidisciplinary research area that combines humanities and social sciences for individuals to acquire and develop civic consciousness. This definition emphasizes that the aim of social studies is not only to transfer knowledge but also to equip individuals with the necessary knowledge, skills, and values to understand and fulfill their social responsibilities. The primary purpose of social studies is to enable young generations as individuals of democratic societies to gain the ability to produce solutions to regional or global problems they face by understanding, recognizing, and embracing sociocultural diversity in the global age (NCSS, 1994). In this direction, social studies education aims to enable young individuals to make rational decisions for the benefit of humanity and to implement these decisions effectively. In addition, social studies contributes to raising students as more conscious, responsible, and participatory individuals in the face of social problems (Kabapınar, 2014). This educational process not only develops the intellectual development of individuals but also enables them to understand their social responsibilities and equip them with the knowledge and skills to fulfill these responsibilities.

SSC has a long development process in the Turkish education system. It was first included in the education program in 1926 under "Civics." This course was merged in 1962, and the courses "History," "Geography," and "Civics" were brought together and named "Society and Country Studies." In 1968, the name of the course was changed to "Social Studies", but in time it was presented in different ways depending on the conditions of the period and the understanding of education. For example, in 1985-86, the course was taught in three separate courses: "National History," "National Geography," and "Civics." However, in 1997, the name "Social Studies" was adopted again, and this program continued to be updated in parallel with the changing conditions (Kan, 2010; Çatak, 2016). The SSC has been renewed many times since 1997 and has been shaped by 2005, 2017, 2018, and 2024 updates. In this process, especially in the changes made in recent years, a significant transformation has been experienced based on the constructivist education approach. With the effect of this approach, an approach has been developed in which the teaching model puts the student at the center, and teachers guide students in real-life problems they face rather than transferring information. This model reveals a process based on mutual interaction between students and teachers (Arslan, 2009). Tay (2017) states that this model differs significantly from the previous programs, which is determined by the fact that it is based on the constructivist approach and is thematic. These changes have emerged with the adoption of innovative perspectives in education and a teaching approach to ensure that students are more actively involved in the learning process. This evolution in the social

studies program aims to make the education system more contemporary, student-oriented, and interaction-based (Ministry of National Education [MoNE], 2018).

The social studies course is based on a curriculum that aims to enable students to grow up as individuals who can make active decisions and become active citizens in society. In line with this aim, existing programs have been updated and changed from time to time over the years. Changing world conditions and scientific and social developments are important reasons for the continuous renewal of these programs (Öztürk & Deveci, 2020; Tay, 2017). Social studies curricula, which have been prepared or renewed from past to present, have been shaped according to the needs of the current period and adapted to changing conditions. In this process, social, political, and cultural changes have greatly impacted social studies curricula and have been constantly updated by considering these developments (Korkmaz & Uygur, 2021). Social studies are taught three hours a week in the 4th grade of primary school and the 5th, 6th, and 7th grades of secondary school in Türkiye. Its main objective is to give students a sense of rights and responsibility, develop creative and solution-oriented approaches to life problems, and encourage them to participate in society as active and responsible citizens. This teaching area aims to raise individuals who believe in democracy, produce, and bear social responsibility. The aim of the social studies course is not only to provide individuals with knowledge but also to raise them to be more conscious and responsible citizens by increasing their participation in social life (Akpınar & Kaymakçı, 2012; Kılıçoğlu, 2014). In this context, students are encouraged to play a more active role in society and the world while reinforcing their belief in democracy.

This study examines the content structures of Türkiye's 2018 and 2024 SSC by addressing the learning area/theme/unit, outcome/learning outcome, value and skill dimensions, and the differences between these structures. The content dimensions of social studies curricula aim to enable students to acquire and use social life skills daily. The effective implementation of SSC is possible not only through the accurate presentation of content but also through teachers' exploration and development of students' individual and social perceptions, skills, and abilities. Teachers' ability to present the social studies curriculum's knowledge, skills, and values is critical to ensure that students benefit from the curriculum to the maximum extent. It is aimed that the knowledge and skills gained by the students in the SSC are not only theoretical but also practical. In order to achieve this goal, teachers need to be able to use social studies curricula in accordance with the most up-to-date developments. At this point, it is clear that curricula need to be constantly updated and improved (Ghanney & Agyei, 2021).

The primary purpose of this study is to compare the Türkiye's 2018 and 2024 SSCs. Within the scope of the research, how the content dimensions (learning areas, outcomes, values, and skills) of both programs were shaped, and the effects of changes in these dimensions on education were examined. In addition, it is aimed to guide teachers and other educational stakeholders on how the programs can be used more efficiently. In line with this purpose, answers to the following research questions were sought:

1) How are the units/themes/learning areas structured in the 2018 and 2024 Turkish social studies curricula?
2) How are the 2018 and 2024 Turkish social studies curriculums addressed regarding achievements/learning outcomes?
3) How are the values handled in the 2018 and 2024 Turkish social studies curricula?
4) How are the skills addressed in the 2018 and 2024 Turkish social studies curricula?

METHOD

Research Design

Document analysis, one of the qualitative research methods, was used in this study. The reason why the document analysis method is preferred is that it allows a detailed examination of written sources in line with the aims of the research. Bowen (2009) emphasized that document analysis should not only be used as a research model but also as a data collection tool. In this context, document analysis allows the researcher to collect the necessary data in the research process by examining previous studies and existing documents on a particular topic. The studies conducted in the past on the examined subject provide important guidance to the researchers in collecting the available data and interpreting and explaining these data. In a sense, previous research serves as a guiding function in interpreting and analyzing new research. In this way, document analysis contributes to the

research process and helps to understand the data in depth (Bowen, 2009; Özkan, 2020). Within the scope of this research, the SSC revised in 2018 and 2024 was examined as a document. Document analysis is a highly functional design revealing the similarities and differences of both SSC.

Measures
This research uses the 2018 and 2024 SSC implemented in Türkiye as its data source. The two curricula (2018 and 2024 social studies curriculum 4-7. grades; MoNE, 2018; 2024) are the main documents examined in the research, which sheds light on the evolution of social studies teaching and analyzes the changes in these curricula.

Data Analysis
This study used the content analysis method to analyze the data using a qualitative research approach. Content analysis allows data to be collected systematically and analyzed within the framework of specific themes (Silverman, 2018). This method allows the researcher to describe the data in detail by categorizing them into meaningful categories. In content analysis, the data are organized in line with the previously determined themes and analyzed through these themes (Silverman, 2018). In this context, in accordance with the purpose of the research, the themes and categories necessary for a more effective data analysis were predetermined, and the analysis process was carried out within the framework of these themes. The themes of the study consist of the unit/theme/learning area, achievement/learning outcome, values, and skills of the 2018 and 2024 SSC. The pre-determination of themes enabled the researchers to handle the data more comprehensively and consistently, thus allowing the data to be interpreted meaningfully. The frequencies presented by each researcher within the scope of the relevant theme were repeated several times and evaluated separately to detect and correct possible errors. After cross-checking by the researchers for the last time, the findings were presented in tables, and a brief evaluation was made.

RESULTS

The data obtained from the documents were analyzed in this part of the research. The findings are given in order according to the sub-objectives of the research.

Analyzing 2018 and 2024 SSC in terms of Learning Areas
In this section, both SSC are examined in terms of the learning areas and the results are given in Table 1.

Table 1. Comparison of the Learning Areas of the 2018-2024 SSC

	2018 SSC	2024 SSC
Learning Areas	1. Individual and Society 2. Culture and Heritage 3. People, Places and Environments 4. Science, Technology and Society 5. Production, Distribution and Consumption 6. Active Citizenship 7. Global Connections	1. Living Together 2. Earth is Our Home 3. Our Common Heritage 4. Our Living Democracy 5. Economics in Our Lives 6. Technology and Social Sciences

Source: MoNE, 2018; 2024

As indicated in Table 1, while there are seven learning areas in the 2018 SSC, there are six in the 2024 SSC. It can be said that some of the learning areas included in the 2018 SSC program were removed from the 2024 SSC. In 2018 SSC, it was determined that the learning areas of "People, Places and Environments" and "Global Connections" were included in the learning area of "The World as Our Home" in 2024. It can be said that the learning area of "Science, Technology and Society" in 2018 SSC is included under the title of "Technology and Social Science" in 2024. It can be said that the contents of the learning areas of Individual and Society and Living Together, Culture and Heritage and Our Common Heritage, People, Places and Environments and Our Home World, Science, Technology and Society - Global Connections and Technology and Social Sciences, Production, Distribution, and Consumption and Economy in Our Lives, Active Citizenship, and Our Living Democracy are similar. In the 2018 SSC, the learning areas of Science, Technology and Society, and Global Connections were merged into the learning area of Technology and Social Sciences in the 2024 SSC.

Analysing 2018 and 2024 SSC in terms of Learning Outcomes
In this section, both SSCs are examined regarding the learning outcomes, and the results are given in Table 2.

Table 2. 2018-2024 SSC Achievements / Learning Outcomes by Grade Level

Grade	2018 SSC / f	2024 SSC / f
4th Grade		
Achievements /Learning Outcome	33	17
5th Grade		
Achievements /Learning Outcome	33	19
6th Grade		
Achievements /Learning Outcome	34	18
7th Grade		
Achievements /Learning Outcome	31	17

Source: MoNE, 2018; 2024

When Table 3 is examined, it is determined that the SSC in 2018 and 2024 differed regarding learning outcomes. The distribution between learning outcomes and learning areas is presented in Table 3 to interpret this difference meaningfully.

Table 3. Distribution of Achievements /Learning Outcome according to Learning Areas

Learning Areas	Achievements /Learning Outcome							
	2018 SSC				**2024 SSC**			
	Grade Level							
	4th	**5th**	**6th**	**7th**	**4th**	**5th**	**6th**	**7th**
Individual and Society	5	4	5	4				
Culture and Heritage	4	5	5	5				
People, Places and Environments	6	5	4	4				
Science, Technology, and Society	5	5	4	4				
Production, Distribution, and Consumption	5	6	6	6				
Active Citizenship	4	4	6	4				
Global Connections	4	4	4	4				
Living Together					3	3	3	3
Earth is our Home					3	4	3	2
Our Common Heritage					3	3	4	3
Our Living Democracy					3	4	3	4
Economics in Our Lives					3	3	3	2
Technology and Social Sciences					2	2	2	3
Interim Total	**33**	**33**	**34**	**31**	**17**	**19**	**17**	**19**
General Total	**131**				**71**			

Source: MoNE, 2018; 2024

When Table 3 is examined, while 131 learning outcomes were included in the 2018 SSC, this number decreased to 71 in the 2024 SSC. In the 2018 SSC, "outcome" was changed to "learning outcome" in the 2024 SSC. Thus,

learning outcomes started to be used instead of the expression of attainment, which was used for the target behaviors the student was expected to achieve in the previous years. The change was experienced not only in terms of quantity but also in terms of quality. Below, qualitative differences are mentioned when the outcomes and learning outcomes of the two curricula are examined.

✓ Grade 5 SSC Culture and Heritage Learning Area (2018)

"SS.5.2.1. Recognises the important contributions of Anatolian and Mesopotamian civilizations to the history of humanity based on their tangible remains."

✓ Grade 5 SSC Common Heritage Area (2024)

The following statements have been added to the description of the learning outcome "SS.5.3.3. To be able to compare the contributions of Mesopotamian and Anatolian civilizations to the common heritage":

a) Determines the contributions of Mesopotamian and Anatolian civilizations to the common heritage.

b) List the similarities and contributions of Mesopotamian and Anatolian civilizations to the common heritage.

c) lists the differences in the contributions of Mesopotamian and Anatolian civilizations to the common heritage.

The outcomes in the 2018 SSC briefly expressed the behaviors to be performed by the student with action. On the other hand, when we look at the learning outcome of the 2024 SSC, the actions to be performed by the student are conveyed in the form of a situation. In the 2024 SSC, it is seen that the active sentence structure more clearly reveals the active role of the student with the active sentence structure, as opposed to the learning outcomes established with the passive sentence structure in the 2018 SSC. Thus, it can be said that the current curriculum strongly reflects student-oriented understanding.

Examination of 2018 and 2024 SSC in terms of Skills
The skills dimension was also considered during the content analysis process of the curricula. 2018 SSC emphasized the acquisition of 27 basic skills by students in accordance with the Turkish Qualifications Framework. On the other hand, the 2024 SSC includes more skills in terms of quantity. When the 2024 SSC is analyzed, the skills are discussed comprehensively as "Conceptual skills, Field skills, Social-emotional learning skills, Literacy skills." In the new program, the skills are detailed under the titles of learning areas and are appropriately associated with the contents. Compared to the 2018 SSC, it is noticeable that the skills are prepared in more detail in the 2024 SSC.

The skills of "environmental literacy, legal literacy, map literacy, recognizing stereotypes and prejudice, using evidence, location analysis, media literacy, perceiving space, self-control, political literacy, using Turkish correctly, beautifully and effectively, innovative thinking, perceiving time and chronology", which are present in the 2018 SSC, are not included in the 2024 SSC. However, 14 skills were included in both 2018 and 2024 SSC. These skills are perception of change and continuity, digital literacy, critical thinking, research, empathy, financial literacy, entrepreneurship, observation, communication, cooperation, decision-making, problem-solving, social participation, drawing and interpreting tables, graphs, and diagrams. On the other hand, it was determined that 17 new skills were expressed for the first time in the 2024 curriculum. The skills included in the new curriculum are as follows: self-knowledge (self-awareness skill), self-adaptation (self-reflection), evidence-based inquiry and research, evidence-based product creation and sharing), map, map reading, self-regulation (self-regulation skill), flexibility, social participation, spatial thinking, citizenship literacy, information literacy, visual literacy, art literacy, cultural literacy, sustainability literacy, data literacy.

Table 4 shows the domain skills associated with the learning areas. Thus, the program provides important information about which skills will contribute to the development of the subjects to be covered. 2024 SSC did not include any domain skills in the 6th grade "Our Living Democracy" and "Technology and Social Sciences" learning areas. In addition, it was determined that there were no domain skills in the 7th grade "Earth is Our Home" learning area. When the 2024 SSC was examined, it was determined that a different approach was exhibited from the curricula of the previous years. It is seen that the implementation dimension of the program is detailed, and the principles for this are specified. In the 2024 SSC, social-emotional learning skills, literacy skills, and values are expressed as program components for the first time. It can be said that these components are

designed to contribute to the multidimensional development of students with an integrated structure. The situation in question can be summarised as follows:

Table 4. 2018 and 2024 SSC Associating skills with learning areas

Grade	2018 Learning Area and Skill Relationship	2024 Learning Area and Skill Relationship
4th	1. Individual and Society: Using evidence, perceiving time and chronology, empathizing 2. Culture and Heritage: Using evidence, perceiving time and chronology, perceiving change and continuity 3. People, Places, and Environments: Perceiving space, using maps, location analysis, drawing and interpreting tables, graphs, diagrams 4. Science, Technology and Society: Change and innovation 5. Production, Distribution, and Consumption: Self-control, decision-making, financial literacy 6. Active Citizenship: Cooperation, social participation, decision-making 7. Global Connections: Research and empathy	1. Living Together: Social Inclusion 2. Earth is our home: Evidence-based inquiry and research, map 3. Our Common Heritage Recognising change and continuity 4. Our Living Democracy: Evidence-based inquiry and research, social participation 5. Economics in our lives: Tables, graphs, figures and diagrams, geographical inquiry 6. Technology and Social Sciences: Historical empathy
5th	1. Individual and Society: Social participation 2. Culture and Heritage: Using Turkish correctly, beautifully and effectively and research 3. People, Places and Environments: Map literacy, environmental literacy and observation 4. Science, Technology and Society: Self-control and digital literacy 5. Production, Distribution and Consumption: Collaboration, innovation, entrepreneurship and research 6. Active Citizenship: Research and social participation skills 7. Global Connections: Research and creativity	1. Living Together: Social inclusion 2. Erath is our home: Perceiving change and continuity, social participation, spatial thinking 3. Our Common Heritage: Evidence-based inquiry and research, historical empathy 4. Our Living Democracy: Social inclusion 5. Economics in Our Lives: Entrepreneurship 6. Technology and Social Sciences: Evidence-based inquiry and research
6th	1. Individual and Society: Critical thinking and perception of time and chronology 2. Culture and Heritage: Recognising time and chronology; 3. People, Places and Environments: Spatial perception and map literacy 4. Science, Technology and Society: Innovation and research 5. Production, Distribution and Consumption: Entrepreneurship, innovation and research 6. Active Citizenship: Critical thinking, correct, beautiful and effective use of Turkish and political literacy 7. Global Connections: Research and critical thinking	1. Living Together: Social inclusion 2. Earth is our home: Spatial thinking 3. Our Common Heritage: Historical empathy 4. Our Living Democracy: Not included. 5. Economics in Our Lives: Perceiving change and continuity, entrepreneurial skills 6. Technology and Social Sciences: Not included
7th	1. Individual and Society: Communication and media literacy 2. Culture and Heritage: Using Evidence 3. People, Places and Environments: Using evidence, problem solving, drawing and interpreting tables, graphs, diagrams 4. Science, Technology and Society: Perceiving time and chronology 5. Production, Distribution and Consumption: Research, perception of change and continuity and perception of time and chronology 6. Active Citizenship Problem solving skills 7. Global Connections: Collaboration, problem solving and recognising stereotypes and prejudice	1. Living Together: Social inclusion 2. Earth is our home: Not included. 3. Our Common Heritage: Perceiving change and continuity, evidence-based enquiry and research 4. Our Living Democracy: Historical empathy 5. Economy in our lives: Perceiving change and continuity, geographical enquiry 6. Technology and Social Sciences: Perceiving change and continuity, Scientific enquiry skills

Source: MoNE, 2018; 2024

- Social-emotional learning skills: Self (self-awareness, self-management, self-regulation), social life (communication, cooperation, social awareness), and joint/combined (adaptability, flexibility, responsible decision-making) social and emotional learning skills.
- Literacy Skills: Civic literacy, information literacy, visual literacy, digital literacy, art literacy, cultural literacy, sustainability literacy, financial literacy, and data literacy.
- Values: National, spiritual, and universal values included in the program: family integrity, diligence, friendship, sensitivity, honesty, aesthetics, privacy, compassion, modesty, freedom, patience, healthy life, respect, love, responsibility, saving, cleanliness, patriotism, and helpfulness.

Analyzing 2018 and 2024 SSC in terms of Values

Values, considered important in reflecting the curriculum's main aims and objectives, are vast in the 2018 and 2024 SSC. This situation shows that the concept of value is emphasized as one of the basic building blocks of the 2018 SSC.

Table 5 shows that while 18 values are included in the 2018 SSC, the number of values has increased in the 2024 SSC. In the 2018 SSC, the value of "giving importance to family unity" was transformed into "family integrity" in the 2024 SSC. Unlike in previous years, the values are not listed under a separate heading in the 2024 SSC. When the table is examined, it can be said that values are placed by associating with each learning area. For the first time, root values are included in the 2018 SSC. Root values are an important element in an individual's character development and socialization. In addition to being equipped with knowledge, students should acquire ethical principles and rationalize and internalize social norms. In addition to the root values and general values emphasized in Table 5, the learning areas in these curricula also extensively covered values. Table 6 shows that many values are frequently covered in the 2018 and 2024 SSC learning areas.

Table 5. Values in 2018 and 2024 SSC

	Values Included in the SSC	Values in Grade Levels
2018 SSC	- Root Values: Justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, and helpfulness. - Field Specific Values: Justice, giving importance to family unity, independence, peace, scientificity, diligence, solidarity, sensitivity, honesty, aesthetics, equality, freedom, respect, love, responsibility, saving, patriotism, and helpfulness.	-4th grade: Respect, thrift, giving importance to family unity, sensitivity to the natural environment, responsibility, patriotism, sensitivity to cultural heritage, scientificity, independence. -5th grade: Scientificity, science ethics, solidarity, diligence, aesthetics, family unity, responsibility, sensitivity to the natural environment, cultural heritage, honesty, freedom, independence. -6th grade: Solidarity, patriotism, scientificity, sensitivity to cultural heritage, sensitivity to the natural environment, helpfulness, responsibility. -7th grade: Freedom, scientificity, honesty, responsibility, sensitivity to cultural heritage, solidarity, diligence, peace, aesthetics, respect.
2024 SSC	Family integrity, friendship, sensitivity, honesty, modesty, responsibility, aesthetics, cleanliness, patriotism, diligence, independence, respect, love, helpfulness, thrift, privacy, patience and healthy life	-4th grade: Justice, family integrity, friendship, sensitivity, honesty, modesty, respect, responsibility, aesthetics, compassion, healthy life, cleanliness, patriotism, diligence, love, helpfulness, thrift, privacy, patience. -5th grade: Diligence, love, responsibility, patriotism, helpfulness, sensitivity, aesthetics, cleanliness, patriotism, respect, justice, saving, privacy, freedom. -6th grade: Family integrity, sensitivity, responsibility, patriotism, cleanliness, respect, love, justice, privacy, freedom, healthy life, diligence, honesty, patriotism. -7th grade: Diligence, friendship, sensitivity, compassion, respect, love, responsibility, helpfulness, patriotism, justice, family integrity, diligence, saving, friendship, freedom.

Source: MoNE, 2018; 2024

Table 6. Association of Values with 2018 and 2024 SSC Learning Areas

Grade	2018 SSC Learning Area and Value Relationship	2024 SSC Learning Area and Value Relationship
4th	1. Individual and Society: Respect, responsibility. 2. Culture and Heritage: Giving importance to family unity, sensitivity to cultural heritage, patriotism. 3. People, Places and Environments: Sensitivity to the natural environment. 4. Science, Technology and Society: Scientificity, sensitivity to the natural environment. 5. Production, Distribution and Consumption: Responsibility, saving. 6. Active Citizenship: Responsibility, independence. 7. Global Connections: Sensitivity and respect for cultural heritage.	1. Living Together: Justice, family integrity, friendship, sensitivity, honesty, modesty, respect, and responsibility. 2. Earth is Our Home: Sensitivity, aesthetics, cleanliness, patriotism, privacy, healthy life. 3. Our Common Heritage: Family integrity, aesthetics, patriotism 4. Our Living Democracy: Respect, love, responsibility, patriotism, helpful. 5. Economy in Our Life: Patriotism, saving; 6. Technology and Social Sciences: Habit, privacy, patience, respect, responsibility.
5th	1. Individual and Society: Scientificity, giving importance to family unity, responsibility. 2. Culture and Heritage: Aesthetics, sensitivity to cultural heritage. 3. People, Places and Environments: Sensitivity to the natural environment, solidarity. 4. Science, Technology and Society Learning Area: Honesty, diligence, science ethics. 5. Production, Distribution and Consumption: Responsibility. 6. Active Citizenship: Freedom, independence. 7. Global Connections: Sensitivity and respect for cultural heritage	1. Living Together: Diligence, love, responsibility, patriotism, and helpfulness. 2. Earth is Our Home: Sensitivity, aesthetics, cleanliness, patriotism 3. Our Common Heritage: Respect, love, patriotism. 4. Our Living Democracy: Justice, sensitivity, responsibility, patriotism, helpfulness. 5. Economy in Our Lives: Saving, patriotism. 6. Technology and Social Sciences: Privacy, freedom and saving.
6th	1. Individual and Society: Solidarity, benevolence 2. Culture and Heritage: Sensitivity to cultural heritage 3. People, Places and Environments: Benevolence, sensitivity to the natural environment 4. Science, Technology and Society: Scientificity 5. Production, Distribution and Consumption: Patriotism, sensitivity to the natural environment, responsibility 6. Active Citizenship Equality 7. Global Connections: Sensitivity to cultural heritage	1. Living together: Family integrity, sensitivity, responsibility, patriotism 2. Earth is Our Home: Sensitivity, cleanliness, patriotism. 3. Our Common Heritage: Respect, love, patriotism. 4. Our Living Democracy: Justice, family integrity, privacy, freedom, healthy life, responsibility. 5. Economy in our lives: Diligence, honesty, patriotism 6. Technology and Social Sciences: Sensitivity, honesty, patriotism.
7th	1. Individual and Society: Freedom, responsibility 2. Culture and Heritage: Sensitivity to cultural heritage, aesthetics 3. People, places and environments: Freedom 4. Science, Technology and Society: Scientificity, freedom 5. Production, Distribution and Consumption: Solidarity, honesty, diligence 6. Active Citizenship: Peace 7. Global Connections: Peace, Respect	1. Living together: Diligence, friendship, sensitivity, compassion, respect, love, responsibility 2. Earth is Our Home: Friendship, sensitivity, love, helpfulness. 3. Our Common Heritage: Respect, love, patriotism. 4. Our Living Democracy: Justice, family integrity, sensitivity, patriotism. 5. Economy in our lives: Diligence, saving, patriotism 6. Technology and Social Sciences: Diligence, friendship, sensitivity, freedom

Source: MoNE, 2018; 2024

When Table 6 is analyzed, it is found that field-specific values have wide coverage in the 2018 SSC. Values, seen as the cornerstone of the education and training process, are directly or indirectly associated with all curriculum

components (MoNE, 2018). In the 2018 SSC, patriotism, solidarity, and sensitivity are most frequently associated with learning areas. In addition, equality, responsibility, and scientificity are also among the values that are frequently included. On the other hand, independence, diligence, and honesty were the least common values in the SSC.

The 2024 SSC prepared within the "Virtue-Value-Action" model emphasizes the importance of learning environments and experiences where students can assimilate values. This program, in which value teaching is discussed in more detail than in previous years, emphasized that various approaches, such as value explanation, value analysis, learning through action, and moral dilemma, can be used when necessary. Unlike the 2018 SSC, it can be said that the 2024 SSC tries to make values evident at all stages of the education process with an interdisciplinary approach. In-class or out-of-class environments should be utilized to examine life experiences according to the determined values (MoNE, 2024). In the 2024 SSC, general and field-specific values are included.

DISCUSSION AND CONCLUSION

This study comparatively evaluated the 2018 and 2024 Turkish social studies curricula. As a result of the research, while the concept of "unit" was used in social studies curricula in Türkiye until 2005, the concept of "learning area" started to be used after 2005, especially with the adoption of an interdisciplinary approach in line with contemporary approaches in education. This change aims to address learning holistically and consider different disciplines together. By linking and integrating learning areas, themes, units, values, skills, and concepts as a whole, it is aimed at helping students develop a more in-depth understanding of these areas. Learning areas are regarded as the structures that form the basis of the curriculum and the elements that organize and direct learning. In the 2018 SSC, there were seven learning areas in grades 4-7, while this number was reduced to six in the 2024 SSC. This reduction can be evaluated in parallel with some arrangements made in the program's content, such as adopting a more simplified structure and more contemporary approaches in education. This change in the 2024 SSC may have been made to deepen certain areas or express the relationships between areas more clearly.

The content dimensions of Turkish social studies curricula aim to enable students to acquire and use social life skills daily. Learning areas have a very important place regarding content and skill development. The seven learning areas identified in the 2018 SSC are related to units shaped around different themes and aim to support students' academic achievement and social and cultural development. In the 2024 SSC, the reduction of the number of learning areas to six may have been aimed at facilitating students' focus by making the program more intense and goal-oriented. This change may also reflect the need for more customized teaching strategies, which are necessary for a more effective teaching process. Especially since the social studies course aims to provide students with social values and skills, the learning areas must serve these goals.

The values and skills in the 2024 SSC have also been reorganized in line with the structures in the 2018 SSC. These updates reflect the latest developments in education and the evolution of teaching strategies and aim to enable students to benefit more effectively from the social studies course. In this context, it can be said that the numerical changes in the learning areas and the arrangements made regarding the content are designed to be compatible with and support the basic principles of social studies teaching. Thus, both values education and gaining skills can be carried out more efficiently and effectively.

Until 2005, the knowledge, skills, and behaviors students should acquire in social studies curricula were generally defined as "target behaviors." This concept was used to express the specific objectives that the contents of the curricula were intended to develop in students. However, in 2018, SSC saw a significant change in this concept, with structural changes in education and the evolution of educational theories. With the influence of the constructivist education approach, "achievement" started to be used instead of "target behavior" to clearly define students' achievements and developments in the learning process. This change enabled learning to be expressed more concretely with a student-centered approach. In the 2018 SSC, "attainment" has been adopted as a concept indicating the knowledge, skills, and attitudes students need to achieve to succeed in each learning area.

However, regarding the 2024 SSC, "achievement" has undergone another change. In the 2024 SSC, "learning outcomes" was used instead of "attainment" to more clearly define the results and skills students are expected to achieve in the learning process. This new term was preferred to help students express the skills and knowledge

they are expected to acquire more concretely and measurably. The term "learning outcomes" describes what kind of knowledge and skills students should have at the end of a certain educational process while at the same time serving as a tool for assessing success in achieving the objectives of the educational process. This change enables curricula to focus on more specific objectives and measurable results. This evolution in education can be considered an important step, especially regarding monitoring and evaluating students' learning processes more systematically (MoNE, 2018; 2024).

Moral and social norms considered necessary by the majority in order for societies, groups, or organizations to maintain their existing social order and transfer this order to the future are defined as "values." Values are a set of important principles commonly accepted by societies and shape the lives of individuals. These norms generally have basic characteristics such as a common sense of joy or sadness shared among the members of a society, similar excitement experienced in the face of events, and that individuals should be guided towards goodness and truth. These values, which may vary according to societies' cultural and social structure, include the ethical principles necessary for individuals to live in harmony with society. The transfer of values generally manifests in all areas of social life and is important for individuals to integrate into society. Education systems are critical in transferring these values to young generations (MoNE, 2006).

In the SSC, while teaching values were more indirectly included in the past years, this situation has changed in Turkey's 2018 and 2024 SSC, and values education is explicitly stated and handled more systematically. In the pre-2005 programs, values were generally included in the background supporting the teaching, and students tried to gain them indirectly. However, in the SSC of 2018 and 2024, values education has been significantly emphasized and made one of the main components of the curriculum. This change emphasizes the importance of values in education. It aims to equip students with knowledge and important values such as social responsibility, ethical behavior, and human rights. This innovation in the 2018 and 2024 SSC reflects adopting an approach in which values are taught through concrete and measurable educational objectives. The explicit inclusion of values education in this way aims to raise students as more conscious and responsible individuals in social life. In this context, it can be said that the social studies course offers a platform that enables students to develop individually and socially regarding values (MoNE, 2006).

The process of transferring the knowledge, skills, and actions that students have to gain within the scope of the education and training process together and holistically is defined as "skill." This definition shows that skill is not only limited to acquiring knowledge but also includes putting this knowledge into practice. In other words, skills include the abilities that will enable students to transfer the knowledge and theoretical foundations they acquire in the learning process to the application stage in real-life conditions (Altay, 2020). According to the Turkish Language Association (2022), skill is the ability of an individual to take part in a job and be successful in that job, depending on his/her own level of readiness and the experiences gained in education and training processes. In other words, skill is not limited to theoretical knowledge; this knowledge should reach a level that the individual can use in practice in daily life and business life.

While in the pre-2005 period, SSC focused on students' knowledge acquisition, the 2018 and 2024 SSC transcended this approach and aimed to provide students with skills to use the knowledge they acquired in real life. The changes made in this period aimed not only to transfer knowledge but also to develop students' ability to use this knowledge in practice and society in a helpful way. In the 2024 SSC, these skills are classified, and the skills that students should acquire are stated as "conceptual skills," "domain skills," and "social-emotional skills." This distinction provides an important structure for systematically teaching skills and monitoring students' skill development in different areas. Conceptual skills include students' ability to understand basic concepts and theoretical knowledge and to use this knowledge in various contexts. Domain skills enable students to apply knowledge and skills in practice in a particular discipline, especially in subjects such as social studies. Social-emotional skills enable students to communicate effectively in individual and social life, develop empathy, and fulfill their social responsibilities (MoNE, 2024).

In this respect, the SSC in 2018 and 2024 allowed students to acquire a much broader set of skills than the curricula of previous periods. These skills support students' academic achievement and personal and social development. These programs are structured so that students acquire knowledge and learn how to use it effectively. Thus, while developing their individual skills, students are also expected to be raised as effective and

conscious individuals with social responsibility. This process has led to adopting a more holistic approach to education. It has transformed the development of students from a process based on theoretical knowledge to a process based on how they can be successful in practice. These innovations reflect a more in-depth and comprehensive understanding of skills development in education, which is in line with the basic philosophy of the 2024 SSC (MoNE, 2024).

When the literature is examined, it is seen that there are many studies on social studies curricula. However, the number of studies dealing with the social studies curricula, especially in 2018 and 2024 SSC, is limited. Most of the studies primarily focused on examining the SSC developed in previous years from various perspectives; some were evaluated in the context of textbooks, while others aimed at comparing curricula across countries. For example, in studies such as Çoban and Akşit (2018), Esemen (2020), Kardaş İşler (2023), Ocak and Kocaman (2021), Öztürk and Kafadar (2020), Şen (2019), Temur and Topkaya (2023), programs from 2005 and earlier years are discussed from different perspectives. In addition, names such as Erbaş (2023), Kaçar and Bulut (2020), and Karacan (2018) came to the fore in the analyses conducted in the context of textbooks. Comparisons between countries were made by researchers such as Altay (2021), Canbaba (2023), Dinsever (2023), Tokmak, San and Kara (2023), Rabia, Waheed and Gilani (2023), Cho, Kim and Lee (2023). However, only three studies comparing the 2018 and 2024 SSC in the literature draw attention. Önger and Duman (2024) compared the programs in 2018, 2023, and 2024 regarding formal features, content, educational status, and assessment and evaluation. Tosun and Gökçe (2024) examined these SSC from the perspective of sustainable development. The last research determined that the gains, skills, and values, especially related to the environmental dimension, were low in the 2018 and 2024 SSC. Furthermore, Yıldırım and Çalışkan (2024) compared the 2024 draft SSC with the 2005, 2015 and 2018 SSC. While it was determined that the 2024 social studies curriculum brought many innovations, it was determined that it changed in terms of skills, values, concepts, acquisitions, and learning areas from other programs. Compared to the 2018 SSC, it can be said that the association of learning areas, concepts, outcomes, values, skills, and literacies is better done in the 2024 SSC (Yıldırım & Çalışkan, 2024).

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