A comparative analysis of the 4th and 5th grade social studies curriculum according to revised bloom taxonomy

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Abstract

Abstract: This study, in which the distribution of the attainments of Turkey, Singapore, Hong Kong and Canada (Ontario) Social Studies Curricula was aimed to be analyzed according to the revised Bloom's taxonomy, was designed with qualitative research. Document analysis technique, that is one of the qualitative research data collection techniques, was used in the research. The data source of the research consisted of the social studies curricula of the mentioned countries and the frequency and percentage calculation was used to show the taxonomic distributions of attainments. According to the findings obtained in the study, it was determined that the majority of the attainments in all of the social studies curricula examined in the study were commonly at the conceptual knowledge dimension and understand cognitive process. It was also found out that the social studies curriculum of Canada and Singapore were the curricula with the highest level of objectives for the higher levels.

Keywords: Social Studies, Curriculum, Attainment, Revised Bloom Taxonomy;

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1. Introduction

Social studies is a core course in which social sciences are blended and presented with various names in many countries. This course brings together related different courses like life sciences, human rights, democracy and citizenship. While some countries implement these courses under a single name as social sciences, some countries prefer to teach as independent courses. Ministry of National Education of Republic of Turkey has created a inclusive definition for social studies. Accordinly social studies course has been described as a primary education course that has been created based on the understanding of collective education, reflects social sciences and citizenship knowledge issues such as history, geography, economy, sociology, anthropology, psychology, philosophy, political science and law to help the individuals for realizing their social existence; involves the unity of learning areas under a unit or theme; searches the interaction of man with his social and physical environment in the context of past, present and future (MEB, 2005).

Social studies course is related to many branches of social sciences but mostly depends on history and geography. Since it has a curriculum structure that includes the ideal of raising citizens in addition to history and geography, fields such as sociology and political science are also used. The social studies course is generally included in ten themes specified by the National Social Studies Council (NSSC). These are culture; time, continuity and change; people, places and environments; personal development and identity; individuals, groups and institutions; power, authority and management, production, distribution and consumption; science, technology and society; global connections; citizenship ideals and practices. The themes determined by NSSC stand out with their content covering different branches of social sciences. Due to the fact that the social studies course is an interdisciplinary course, it has a thematic structure and social science disciplines linked to each theme. When the definitions related to the social studies course are examined, it can be seen as a structure that raises effective citizenship and blends social and human sciences (Tay, 2017).

It is known that in different countries the social studies course is taught with different expectations and in different formats (Inan, 2014). In Turkey social studies is thought at 4th-7th grades; in Canada it is thought at 1st-6th grades(Tuncel & Güngör, 2011), In Sıngapore in primary school at 1st-6th grades and also in secondary school at 1st-4th grades(Özkaral and Mentiş-Taş, 2019), in Hong Kong it is thought as Personal, Social and Humanities Education (Özkaral, 2019). Depending on the governance structures of the countries, the situation of teaching social studies with the same name may vary.

Due to the nature of the curriculum, the themes in social studies courses are divided into units and learning areas. Learning areas and units also contain attainments within themselves. Attainments are the knowledge, skills, attitudes and values that students are expected to gain through planned and organized experiences within the learning process (Ata, 2006). They are the sentences that express students' learning outcomes in the social studies curriculum. The number of attainments can vary depending on the units and learning areas. Attainments can be in cognitive, affective and psychomotor domains. Cognitive domain is knowledge and mind based; affective domain emotions, feelings and beliefs; the psychomotor field is directed to the manipulation of materials and objects (Eshun, 2013; Forehand, 2005).

While developing attainments specific learning levels are taken into account. One of these levels is the taxonomies that mean classifying stages. Taxonomies are the gradual classification of behavioral goals in education to be a precondition for each other (Sözer, 2005). The use of taxonomy in education is

not limited to measurement and evaluation activities (Amer, 2006). It is also a tool used by specialists working in curriculum development during the preparation of curricula (Arı, 2018).

While there are several taxonomies in the field of education the most accepted one is the Bloom Taxonomy developed by B. S. Bloom et al (Arı, 2013). The relation between taxonomy and attainment gives both clues about the level of content in the cognitive domain and how the content of the activities are structured. For example, the activity of a unit whose attainment is at the level of remembering and the level of its activities are at the synthesis level means attainment-content mismatch. Bloom's original taxonomy was developed in 1956. Three fundamental criticisms brought to the original Bloom taxonomy over the years: the taxonomy had a hierarchical and cumulative structure; each cognitive process was ordered from simple to complex and had a one-dimensional classification system (Demir, 2015).

The revised taxonomy was developed within a five-year period with a team established in 1995 under the leadership of Bloom's student Lorin W. Anderson (Arı, 2011). It was published as a book with the title "A Classification on Learning, Teaching and Evaluation" (Anderson & Krathwohl, 2010). It is possible to summarize the differences of the revised taxonomy in three dimensions (Forehand, 2005). The first difference was in term changes. Although six categories remain the same, the categories have been translated from name to verb; knowing level has been changed to remember, understand and synthesis levels have been restructured. The second difference concerns structural change. Structurally, taxonomy has increased from one dimension to two dimensions. These two dimensions are called knowledge and cognitive. The third dimension, which is the purposeful dimension, aimed to address larger groups. However, there are also criticisms, problems and suggestions regarding the renewed Bloom taxonomy (Bümen, 2006; Şeker, 2010).

Today, mental skills are increasingly important in learning and teaching processes. The change in the way intelligence and talent are defined has also influenced the importance of mental skills in schools. Intelligence is seen today as a phenomenon that can develop with a number of high-level learning processes (Diveck & Molden, 2005). This situation necessitates that all the elements in the learning processes, especially the curriculum, should support upper level learning. Socialsciences is one of the areas where top level thinking is used most intensively. Because it makes it possible to observe, develop and ask questions about the problems faced by individuals in their social lives, do research, explain their ideas based on their observations and researches, discuss and act on the basis of a number of points of view (Hayırsever and Kısakürek, 2014). Therefore, it is expected that the social studies course, which isincluded in the social sciences, and the curriculum of this course should also provide high-level thinking skills.

Social studies curriculum combines knowledge, attitude and skills; and attainments in this curriculum are mostly cognitive and affective. When the literature is examined, it is seen that the studies about renewed Bloom taxonomy in Social Studies course are very limited (Eker and Kuuk, 2020; Demir, 2015; Gazel & Erol, 2012; Tarman & Kuran, 2015; Özdemir, Altıok & Baki, 2015). With the findings of this study, which examined the taxonomic structure of the attainments of Turkey, Canada, Singapore and Hong-Kong social studies curricula, the deficiencies in the literature are tried to be eliminated; and the analyzed curricula of the social studies course were tried to be evaluated with an international approach. Through the findings obtained in the study, also it was tried provide feedbacks to improve the social studies curriculum in terms of high level skills.

2. Methodology

This study, in which the ditributipn of the the social studies curricula attainments of Turkey, Singapore, Hong Kong and Canada (Ontorio) was examined according to the Bloom taxonomy, was designed with qualitative research. Document analysis techmique, one of the qualitative research data collection techniques, was used in the research. The data source of the research consisted of social studies lesson curricula of these countries. While obtaining the documents, the official websites of the countries were examined and the current social studies curicula were reached.

Since the names of the curricula are frequently used in the study, the abbreviation of SSC (Social Studies Curriculum) has been used in some places in order to avoid repetition. The learnin outcomes in the curricula are named in different ways; "attaiment" expression preferred in Turkey SSC and "objective" expression in the other three curricula. Accordingly the words preferred in the curricula used throughout the study for the countries. To examine the curricula of the countries, attainment/objective examination and taxonomic relationship table was developed by researchers. In the study, a attanment checklist was created for the analysis of curricula.Accordingly, the curricula were first examined respectievly by the researchers indepently. In qualitative researches, statements such as credibility, accuracy of results and competence of the researcher are preferred instead of validity and reliability (Krefting, 1991) and there are many methods used to increase credibility. These are prolonged involvement, participant confirmation and peer debriefing (Holloway and Wheeler, 1996). In this study, by comparing the findings of two researchers, a table showing the step to which the attainments belong was created. The attainments with disagreement were presented to 3 experts and their opinions were taken. After the expert opinions, the tables were rearranged. In the analysis of the data, document analysis technique was used and frequency and percentage calculation was preferred to show the taxonomic distributions of attainments.

3. Findings

In the study, firstly the 2018 Social Studies Curriculum of Turkey was analyzed. In the curriculum, there are 7 learning areas that is common for the 4th and 5th grades and the attinments are presented under these learning areas. Findings regarding the mentioned attainments were given in Table 1.

Table1: The taxonomic distribution of attainments in the 2018 Turkey SSC

Knowledge Dimension	Cognitive Process													
	Remember 1		Understand 2		Apply 3		Analyze 4		Evaluate 5		Create 6		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Factual Knowledge A	0	0	7	12,72	0	0	2		0	0	0	0	9	16,29
Conceptual Knowledge B	1	1,81	20	36,36	1	1,81	1	1,81	1	1,81	0	0	24	43,61
Procedural Knowledge C	0	0	4	7,27	4	7,27	0	0	0	0	1	1,81	9	16,35
Metacognitive D	2	3,63	8	14,48	1	1,81	0	0	1	1,81	1	1,81	13	23,53
Total	3	5,44	39	70,59	6	10,89	3	5,44	2	3,62	2	3,62	55	100

As can be seen in Table 1, there are 55 attainments in the 4th and 5th grade levels of the cognitive field in 2018 SBDÖP. Almost half of the curriculum attainments (f = 24, 43.61%) are within the conceptual knowledge dimension and the vast majority (f = 20, 36.36%) of the attainments within this dimension are in understand dimension. The metacognitive knowledge dimension is another dimension with relatively large attainments (f = 13, 23.53%). Similarly, it is seen that the attainments in this dimension mostly take place at the level of understand   (f = 8, 14.48%).

When the other knowledge dimensions in taxonomy are examined, there are 7 attainments in factual knowledge dimension at understand level. It is remarkable that there are 9 attainments at the understand, apply and create levels of procedural knowledge.When the attainments in the four dimensions of knowledge are considered as a whole, it is seen that the significant majority of the attainements (f = 39, 70.59%) are at understand level and the levels with the minimum number of attainments are evaluate and create (2 gains each). Accordingly, it can be said that 2018 Turkey SSC is sufficient in terms of gaining skills and behaviors belonging to the first steps of the cognitive process, but has some deficiencies in terms of gaining skills and behaviors in the upper steps of the taxonomy.

In the study, besides the examination of 2018 SSC, 2005 SSC, which had been implemented for nearly 13 years, was analyzed and similarities and differences between the current curriculum were tried to be determined. In the 2005 curriculum which consists of 8 learning areas common for the 4th and 5th grades, the attainments are presented within these learning areas. The findings regarding the taxonomic analysis of the mentioned attainments are presented in Table 2.

Table2: The taxonomic distribution of attainments in the 2005 Turkey SSC

Knowledge Dimension	Cognitive Process												
	Remember 1		Understand 2		Apply 3		Analyze 4		Evaluate 5		Create 6		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Factual Knowledge A	3	3.57	10	11,9	0	0	1	1,19	0	0	0	0	14	16,66
Conceptual Knowledge B	6	7,14	44	52,38	1	1,19	0	0	3	3,57	0	0	54	64,28
Procedural Knowledge C	1	1,19	4	4,76	6	7,14	0	0	0	0	0	0	11	13,09
Metacognitive D	0	0	4	4,76	0	0	0	0	0	0	1	1,19	5	5,95
Total	10	11,9	62	73,8	7	8,33	1	1,19	3	3,57	1	1,19	84	100

When Table 2 is analyzed, it is seen that a significant majority (f = 54, 64.28%) of the 84 attainments in 2005 SSC is included in the conceptual knowledge dimension. The number of attainments in the factual knowledge dimension and the procedural knowledge dimension is very close (f = 14 / f = 11), the minimum number of attainments (f=5, %5,95) in the curriculum is included in the metacognitive knowledge dimension. When the attainments included in the curriculum are analyzed in terms of cognitive process dimension levels, it is observed that the highest attainments (f = 62, 73.8%) are included in the understand level, as in 2018 SSC, and only one attainment pertaining for each levels of analyze and create levels, which are the high levels of the taxonomy.

When the data in Table 1 and Table 2 are considered as holistic, it is seen that the attainments of understand level in the 2018 and 2005 curricula constitute a significant majority of the curricula with very close rates (70.59% - 73.8%). Nevertheless, the rate of attainments in the 2005 SSC at the remember level (11.09%) is significantly higher than that of 2018 SSC (5.44%). On the other hand, it is seen that the ratios of the attainments for apply and analyzis step in 2018 SSC (10.89%-5.44%) are higher. In the light of all these data, it can be concluded that in the 2018 and 2005 curriculum, commonly it is focused on the acquisition of the behaviors of understand level; although the proportions of the attainments of the high level cognitive levels are not sufficient for both curricula, the 2018 SSC has a relatively competent structure.

In the study, to make a more comprehensive and international evaluation of the social studies course, the curricula of different countries were also examined. In the education system of Hong-Kong, which is the first of these countries, there is no course named as social studies lesson, but "Personal, Social and Humanities Education" course is very close to social studies. In this study, the curriculum of this course is handled.

In the curriculum of this course, the learning steps are classified as key levels and grades between 4-6 are included in key level 2. Learning objectives at the mentioned key level are not separated according to class levels and common learning objectives are included for all three classes. These learning objectives are presented under three headings as "knowledge and understanding, skills and values and attitudes" in six strand, which is similar to the learning areas in Turkey SSC. Since the objectives presented under the title of "values and attitudes" belong to the affective domain, they were not included in the scope of the study All of the objectives in the title of "knowledge and understanding" strand and also the objectives determined to belong to the cognitive domain among the objectives in the "skills" title were examined. Related findings are presented in Table 3.

Table 3: The taxonomic distribution of objevtives in the Hong-Kong SSC

Knowledge Dimension	Cognitive Process												
	Remember 1		Understand 2		Apply 3		Analyze 4		Evaluate 5		Create 6		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Factual Knowledge A	1	2,38	1	2,38	0	0	0	0	0	0	0	0	2	4,76
Conceptual Knowledge B	0	0	26	61,88	0	0	1	2,38	0	0	0	0	27	64,28
Procedural Knowledge C	0	0	5	11,9	4	9,5	0	0	1	2,38	1	2,38	11	26,16
Metacognitive D	0	0	0	0	2	4,76	0	0	0	0	0	0	2	4,76
Total	1	2,38	32	76,16	6	14,26	1	2,38	1	2,38	1	2,38	42	100

As can be seen in Table 3, more than half of the objectives (f = 27, 64.28%) in the Hong Kong SSC are included in the conceptual knowledge dimension. After this dimension, the most objective (f = 11, 26.16%) is in the procedural knowledge dimension; the factual and metacognitive knowledge dimensions contain 2 targets for each. Considering the cognitive processes levels which these objectives belong, the understand level covers a significant majority of the objectives (f =32,76.16%), where there are 6 objectives in the apply level, and there is one objective for each of the high-level levels; analyze, evaluate and create. According to these findings, it can be said that Hong-Kong SSC is

sufficient in terms of achieving the objectives factual knowledge dimension and understand level, but it has significant deficiencies in terms of the upper levels of the cognitive process.

Canadian Social Studies Curriculum is another curriculum examined in the study. In this curriculum learning objectives are presented under 2 learning areas coded as A and B. In each of these learning areas, there is one general learning objective named as "overall expectations" and subsequent sub-objective named as "specific expectations" associated with this general objective. The objectives included in the program are also subjected to a cognitive classification as practice,questioning and understanding; and they are numbered from 1 to 3. Learning areas are divided into sub-learning areas according to these cognitive classifications and all objectives are systematically presented within the framework of this classification. For example, "People and Environment: Canada's Political and Physical Regions", which is the 4th grade B learning area, is divided into 3 different cognitive steps and related sub-learning areas.For the application area, a sub-learning title titled "Industrial Development and Environment" has been created, and the general objective for this area has been coded as B1 and the sub-objectives were presented as B1.1, B.1.2, B.1.3… .. Findings related to the curriculum are given in Table 4.

Table.4: The taxonomic distribution of objevtives in the Canada SSC

Knowledge Dimension	Cognitive Process												
	Remember 1		Understand 2		Apply 3		Analyze 4		Evaluate 5		Create 6		Total	
	f	%	F	%	f	%	f	%	f	%	f	%	f	%
Factual Knowledge A	1	1,21	6	7,31	0	0	0	0	0	0	0	0	7	8,52
Conceptual Knowledge B	0	0	48	58,53	0	0	2	2,43	3	3,65	0	0	53	64,61
Procedural Knowledge C	0	0	6	7,31	7	8,53	7	8,53	1	1,21	1	1,21	22	26,79
Metacognitive D	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	1,21	60	73,15	7	8,53	9	10,96	4	4,86	1	1,21	82	100

As can be seen inTable 4, the vast majority (f=53,64.61%) of the objectives in the Canadian Social Studies Curriculum are included in the conceptual knowledge dimension. After this dimension in the curriculum, most objectives (f = 22, 26.79%) are included in the procedural knowledge dimension. In the curriculum there is no target in the metacognitive knowledge dimension. When the objectives in the cognitive process levels are considered, it is seen that the understand level stands out with a significant number of objectives (f=60,73.15%). In the curriculum, besides there are objectives for each cognitive process level another feature that draws attention is the fact that there is only one objective included in the each levels of remember and create.

In the Singapore Social Studies Curriculum, which is the last program examined in the study, learning objectives are presented under three separate headings as information outputs, skill outputs and value outputs. Since the objectives presented under the heading values output from these titles belong to the affective domain, the learning objectives included in the first two other titles were examined in the study. Related findings are presented in table 5.

Table.5 The taxonomic distribution of objevtives in the Singapore SSC

Knowledge Dimension	Cognitive Process												
	Remember 1		Understand 2		Apply 3		Analyze 4		Evaluate 5		Create 6		Total
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Factual Knowledge A	2	10	2	10	0	0	0	0	0	0	0	0	4	20
Conceptual Knowledge B	0	0	7	35	0	0	0	0	0	0	0	0	7	35
Procedural Knowledge C	0	0	1	5	5	25	0	0	0	0	3	15	9	45
Metacognitive D	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	2	10	10	50	5	25	0	0	0	0	3	15	20	100

As can be understood from Table 5, there are a total of 20 objectives for the 4th and 5th grade levels in Singapore SSC, where the minimum number of objectives are included in the curriculum examined in the study. The majority of these objectives belong to procedural knowledge and conceptual knowledge dimensions, respectively (9/7), but there is no target of metacognitive information dimension. When the cognitive process steps are considered, it is seen that half of the objectives in the curriculum are included in the understand level and the analyzis and evaluation steps do not include any objectives. Despite these deficiencies, the fact that more than one (f = 3) target expressions belonging to the create level, which is the highest level of cognitive step in taxonomy, can be expressed as the prominent strength of the curriculum.

To compare curricula in a more concrete way in terms of taxonomy, data on the cognitive process dimension are presented in graphic form. The graphic in question is presented below.
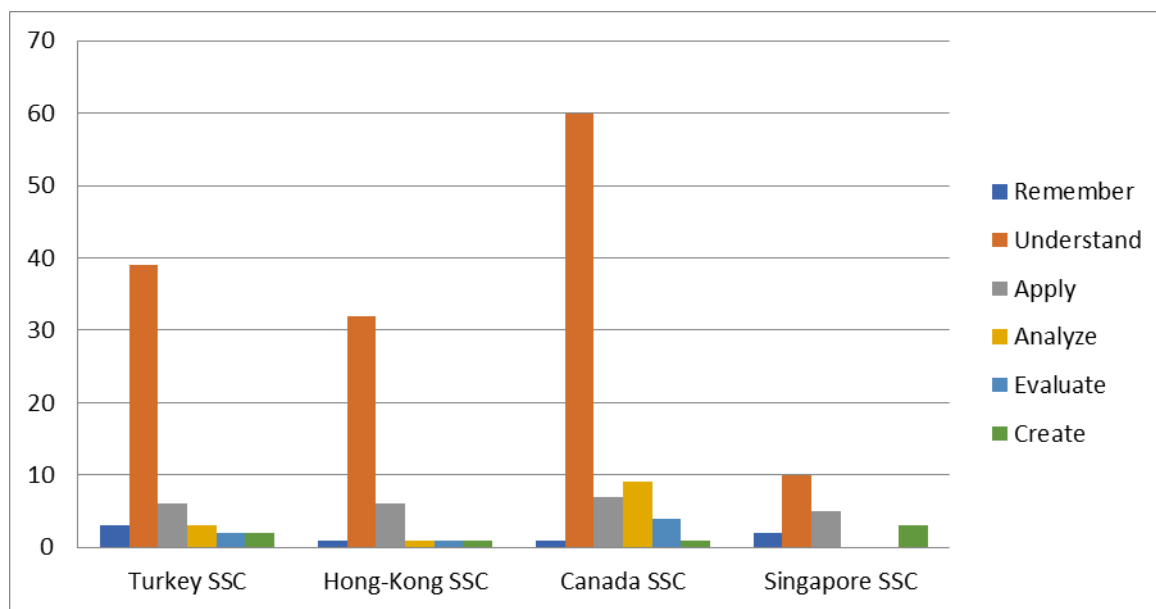

Figure 1. The distribution of the attainments/objectives in the curricula according to the cognitive process levels of the taxonomy.

As can be seen in the graph, the attainments/ objectives of the understand level in all of the curricula examined in the study constitute the numerical majority in the programs. The highest objective (f = 60, 73.15%) of this level is included in Canada SSC, but considering the total number of objectives included in the curricula, Hong-Kong SSC is more intense in understand the objectives (f = 32, 71.16%) somehow. Singapore SSC, on the other hand, is the curriculum in which the targets of the said step are included in the minimum number and proportion. Another remarkable finding for the curriculum is the attainments /objectives of the upper levels. It is concluded that the highest percentage of the objectives at analyze and evaluation levels are in the Canada SSC; any obejctive at these steps is not included in the Singapore SSC, but the highest number and proportion (f =3, 15%) of the create step, which is the highest level of the taxonomy, is included in this curriculum. In line with all these findings, although there are some deficiencies in terms of the taxonomic distribution of attainments/objectives for all of the curricula, it can be said that Singapore and Canada SSC have a relatively more qualified structure in terms of achieving high-level cognitive process objectives.

4. Discussion and Conclusion

The concept of taxonomy, which can be defined in its simplest form as a "whole set of rules based on a gradual classification", is widely used in many different fields including education. Taxonomy is a very suitable method in education especially for the classification of the objectives and the realization of these objectives, because the sorting of the objectives is provided while using taxonomy (Anderson et al., 2014). Although there are different methods used in taxonomic classification of objectives/attainments in education, the most widely used among cognitive classifications made by Bloom for the first time in 1956 and revised in 2001. In this study, the attainments in the 2018 Turkey Social Studies Curriculum were analyzed according to the mentioned revised taxonomy. To make a comparative evaluation, except for the taxonomic analysis of the attainments, the current curriculum was compared with the previous curriculum of Turkey and with the curricula of different countries.

According to the findings obtained in the study, it was determined that the majority of the attainments in 2018 Turkey SSC took place in the conceptual knowledge dimension and understandi cognitive process. When the high-level steps of taxonomy are taken into consideration, it has been concluded that the total number of attainments in the curriculum at analyze, evaluate and create level is about 12% compared to the overall curriculum. When the attainments in the 2005 curriculum, which is the previous curriculum of the social studies course, are examined in taxonomic terms; it has been determined that similarly conceptual knowledge dimension and the understand level are the stages with the most attainments, there are no attainment at the analyzis level and the attainments in the upper level correspond to approximately 6% in total. In the light of these findings, it has been concluded that the most significant difference between the 2018 and 2005 Social Studies Curriculum is that the rate of attainments for the upper level of taxonomy has increased in the 2018 curriculum. Accordingly, since the taxonomic structure of the 2018 curriculum has been strengthened slightly compared to the previous curriculum (6%), but the current distribution still concentrates on the attainments of the lower level (88%) and does not have a homogeneous content; it will be correct to say that the deficiencies that have been made continue with decreasing in the 2018 SSC.

When the relevant literature is examined; Eker and Kuuk, in their study (2020), reached similar conclusions by examining the social studies 5th grade achievements. The results of their study indicated attainments of the 5th Grade Social Studies Curriculum are mostly focused on the phase of "comprehension" (36.63%) in the cognitive process dimension. Büyükalan and Baysal (2019) also stated similar results in their studeis, in which they examined the attainments of 4-8th social studies according to the Bloom Taxonomy. Accordinly they concluded that the majority of the attainments in the curriculum were in the factual and conceptual knowledge levels, and the most attainment is in the understand and analyze levels in the cognitive process dimension. Gültekin and Burak (2019) discussed only the 4th grade attainments in 2018 SSC in their studies and they stated that the majority of the attainments at this level were mostly in the factual and conceptual knowledge steps; and the majority of the attainments in the curriculum were in the lower level thinking areas. Considering the 2005 SSC study results, it can be seen that Özdemir, Altıok and Baki (2015), concluded that the attainments of 4th- 7th levels were mostly at "conceptual and factual knowledge (about 85%); and in terms of cognitive process dimension a significant part of the attainments (about 66%) were included in the "understnad and analyze" levels. Gazel and Erol (2012) stated in their studies, which they analyzed the attainments of the 7th grade Social Studies course according to the previous version of the Bloom taxonomy, that the attainments were mostly at the level of understand of the cognitive field and expressed this as an important deficiency in the name of the curriculum. In addition, in the report published by ERG (Education Reform Initiative) (2017), for the curriculum of different courses, "the expressions of attainment that exceed the cognitive area's knowledge level, which will require the use of higher-order thinking skills, are few." It was underlined that this situation, which was expressed for the social studies course, was a general deficiency.

Apart from Bloom taxonomy, which is the most used taxonomy in progressive classification of attainments/objectives, different classification types can also be used. Gezer and İlhan (2015) examined the attainments of 4th-8th grades of social studies course according to one of them, Solo taxonomy. They stated that there was a partial increase in the attainments in the curriculum compared to the cognitive levels of SOLO taxonomy towards upper classes; however, they included that this increase was not sufficient for the spiral structure and effectiveness of the curriculum. Karadağ and Kara (2016) analyzed the 4th grade attainments in primary school curricula according to anothertaxonomy, Marzano taxonomy. They concluded that the majority of the attainments in the social studies curriculum are in the cognitive system and the number of gains in the individual system, which are the upper levels of taxonomy. They determined that it was quite inadequate. As can be seen, the results of the study, in which the attainments in the social studies curriculum according to Bloom and other taxonomies are analyzed taxonomically, support the results obtained in this study.

Öztürk and Otluoğlu (2002), who evaluate the social studies course as a curriculum, defined this course as "a citizenship curriculum that integrates the findings of the social sciences and simplifies them according to the students' levels and aims to provide students with the knowledge, skills, attitudes and values they will need in adapting to social life and producing solutions to social problems" and they highlighted the role of the course in acquiring high-level skills and behaviors that students are expected to use in their daily lives. Similarly, for all of the curricula developed by MEB, the expression of "curricula integrated with other disciplines and values, skills and competencies with other disciplines and with daily life, which provide meaningful and permanent learning, are associated with sound and previous learning" (MEB, 2018) was used and the functions of the curriculum in teaching complex behaviors that require a high level of mental skills are mentioned. When the attinments in 2018 SSC are evaluated from this perspective, it can be said that the curriculum is not competent enough to gain high-level behaviors expressed by MEB. It is believed that the inclusion of

the attainments at the lower levels in the curriculum is a major obstacle in reflecting the constructivist approach and student-centered education approach, which has been emphasized since 2004. Because especially the remember and understnad levels mostly meet the attainments and behaviors that indicate the experiences that the teacher can be effective. For this reason, it can be said that the attainments in the higher levels of Bloom taxonomy are more suitable for the nature of the approaches that are based on active learning, especially the constructivist approach. Although each of the items included in the curriculum is decisive in organizing and implementing the learning processes with the desired quality, the attainments of the curriculum have the greatest impact on the efficiency of learning, as they are the main reference point considered in the preparation of all content, learning-teaching experiences and assessment-evaluation activities. In other words, each element in the learning processes takes place through the attainments in the curriculum. For this reason, it is thought that by reviewing the deficiencies determined for 2018 SSC and increasing the efficiency of the curriculum not only will help In addition to develop the efficiency of the curriculum but also it will make important contributions to the organization of other curiculum elements in a systematic structure in line with these attainments and to reach the curriculumcompletely to the defined structure.

When the studies of the curriculum of different courses are examined, it is seen that there are similar results.In his study, Aktan (2020) determined that the 1-4th grade course outcomes in the Primary School Mathematics Curriculumare concentrated in lower levels such as practice, understanding and remembering, which includes low-level cognitive steps. Duman and Arslan (2017) concluded that the attainments in the logic course curriculum are outside the two dimensions (creation dimension and metacognitive knowledge dimension). Gezer et al. (2014) determined that 92% of the attainments correspond to the conceptual knowledge and 8% of the factual knowledge dimensions in terms of the knowledge dimension of taxonomy history course.Dursun and Aydın (2014) found that 2013 YGS mathematics questions are predominantly applied through Bloom's cognitive steps. In his study, Eroğlu (2013) determined that 54.7% of the grammar attainments of Turkish lessons were included in the "remember" and "understand" step of the cognitive field and 45.3% of them in the "practice" step.Öner and Gezer (2013) determined that the attainments of science course were insufficient in terms of senior levels. In their study, Arı and Gökler (2012) determined that the attainments of science and technology lessons were mostly in lower level cognitive steps. Ayvacı and Türkdoğan (2010) concluded that the written exam questions used in science and technology lessons are at the level of 55% recall and knowledge. As can be seen, the deficiencies determined for the social studies course are also valid for the curricula of differenyt courses.

In the study besides the curriculum of Turkey, of the social studies curricula of Hong Kong, Singapore and Canada have also been examined. When the objectives in the curricula of these countries examined, it has been concluded that similar to the Turkey SSC the most objective was in the conceptual knowledge dimension and the cognitive step of understand in all three curricula.

Considering the objectives at the top level, it has been determined that the Canadian and Singapore SSC are the curricula with the highest proportion of these objectives with close ratios (about 16%/15%). Also it has been concluded that Singapore SSC is the curriculum with the highest number of create level, which is the highest level, and Hong-Kong SBDP is the curriculum with the lowest rate (7%) of the high level objectives.

One of the factors that lead to Turkey's education policies are the low scores has been recieved in international exams. With the acceptance of the inadequacy in the international arena and researching how this inadequacy can be overcome, the way of organizing and innovating in education

was made (Duru & Korkmaz, 2010). For this reason, it can be said that the results obtained by examining the education policies and practices that have been implemented especially in countries with successful scorecards in international exams such as PISA, TIMMS, PIRLS contain important feedbacks for our country. When the results obtained in this study are evaluated with the same point of view, it is thought that the objectives in the social studies curriculum, such as Canada and Singapore examples, can be strengthened taxonomically, and the final point that can be reached at the end of the process can be increased through these attainments. It is predicted that curriculum revision prpposed to be done in this way also help to convert the attainments based on the theory to a practise based structure and it will facilitate the acquisition of high-level thinking skills, which are among the 21st century skills emphasized throughout the curriculum developed by TTKB (Head Council of Education and Morality).

In this study, it has been found out that the taxonomic distribution of the obejectives in Hong-Kong have been found to be more senior than Turkey SSC. Hong Kong, is located on a lot owned by Turkey's ranking in international assessment results. This suggests that other factors that affect success in education should also be examined.

Although there are many factors that we can list under the headings of students benefiting from education, the qualifications of the parents of the students or the variables in the school environment, one of the most important factors determining the achievement of the objectives in the curriculum is undoubtedly the teachers who are the implementers of the curricula. For this reason, it is thought that the investigation of other factors that are effective in the implementation of curriculum and teacher qualifications through different studies will contribute to a holistic evaluation and to make the results obtained in this study more meaningful.

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