

Future of Social Studies Education in Turkey

Mehmet Acikalin

Istanbul University

Abstract: Social studies education [Sosyal Bilgiler] in Turkey has been defined as an integrated field of study after the curriculum reform over the last decade. This interdisciplinary notion of social studies education is established in the curriculum as a result of modeling NCSS (National Council for the Social Studies) standards. This new social studies movement in Turkey has taken a thematic approach and focuses on developing skills and values in the curriculum. Unlike the former curriculums, this new curriculum has adapted alternative assessment methods such as portfolios, self and peer evaluation, projects, poster presentations, and rubrics where in the past Turkish educational system has been dominated by the standardized testing. On the other hand, there have been discussions in the United States regarding the influence of high-stakes testing in diminishing the instructional time of social studies classes and instructional decisions in these classes. The purpose of this paper is to compare and discuss the influence of standardized testing on social studies education both in Turkey and the United States. This discussion may help to redefine and restructure social studies education and will consider the disintegration of the field, as has been one of the major trends in the last two decades.

Key words: Social studies, education in Turkey, standardised testing in social studies

Introduction

Social studies education in Turkey has changed significantly after the curriculum reform in the last decade. Social studies as an interdisciplinary course first was introduced in the elementary education program at the end of the 1960s in Turkey (Akpınar & Kaymakçı, 2012) and at the beginning of the 1970–71 school year it also became a part of middle school program (Çayır & Gürkaynak, 2008 Semenderoğlu & Gülersoy, 2005). This course was a combination of history, geography, and civic studies. Nevertheless, each instructional unit in this course was focusing on separate subjects such as history or geography. Thus, the instructional units in the textbooks were not interdisciplinary.

Nonetheless, social studies remained in the elementary and middle school curriculum an interdisciplinary course until 1985. The Ministry of National Education took a different turn in those days and they abolished social studies courses and converted into three different discipline based courses entitled National History [Milli Tarih], National Geography [Milli Coğrafya], and Citizenship [Vatandaşlık Bilgisi] (Akpınar & Kaymakçı, 2012; Çayır & Gürkaynak, 2008) for the middle school level in 1986. This situation lasted until 1998 when the curriculum reform movements began in Turkey (Aksit, 2007). As a result of these movements, integrated social studies courses were reinstated in the middle school (Akpınar & Kaymakçı, 2012) and new curriculum was developed for these courses (see Milli Eğitim Bakanlığı Talim Terbiye Kurulu Başkanlığı [Ministry of National Education – Curriculum Division] [MEB] 2009a; 2009b).

Corresponding author email: mehmet.acikalin@gmail

©2012/2015 International Assembly Journal of International Social Studies

Website: <http://www.iajiss.org> ISSN: 2327-3585

New Social Studies Curriculum in Turkey

According to the current curriculum (MEB, 2009a; 2009b), social studies is defined as “an integrated study of history, geography, economics, sociology, anthropology, psychology, philosophy, political science, law and similar social science subjects that reflects citizenship education. Social studies is a general education course that helps an individual to live in the society and interact within the environment.” This interdisciplinary character of the social studies education is established in the curriculum as a result of modeling the NCSS guidelines (1994) in the United States.

It is specifically pointed out that the three major social studies traditions (Citizenship Transmission, Social Science and Reflective Inquiry) (see Barr, Barth, & Shermis, 1978) are valued and taken under consideration within the current frame of the curriculum; and all these three traditions have influence on the design of the curriculum (see MEB, 2009a; 2009b). Unlike the former curriculums, skills and values have been given more focus within the new social studies curriculum. Critical thinking, problem solving, decision making, researching, and empathy are among the skills introduced to the curriculum. Correspondingly, new values are also incorporated into the curriculum, such as justice, freedom, respect, love, responsibility, and honesty.

The new social studies curriculum was organized thematically rather than subject based. Accordingly nine learning themes were introduced in the new social studies curriculum (Aksit, 2010). These nine learning themes are (a) individual and society, (b) culture and heritage, (c) people, places, and environments, (d) power, governance, and society, (e) time continuity, and change, (f) production, consumption and distribution, (g) science technology, and society, and (h) global connections. All instructional units within the curriculum from grades 4 through 7 are organized according to these learning themes (see MEB, 2009a; 2009b). It is clear that these learning themes are very similar to the ten themes of NCSS (1994; 2010).

According to these new learning themes, the names and organization of instructional units were changed significantly as well (Aksit, 2010). For instance a unit named Turkish History (6th grade) in the former curriculum, was entitled Turks on the Silk Road (6th grade) in the new social studies curriculum. Similarly, a unit named Geographical Regions in Turkey (7th Grade) in the former curriculum, entitled as Lets Learn about Our Region (4th Grade) in the new curriculum. Also new instructional units that reflect science, technology (The Electronic Century – 6th Grade; Science through History – 7th Grade) and global education (My Away Friends – 4th Grade; Our World – 5th Grade; Bridges between Countries – 7th Grade) have been added to the curriculum.

It is clear that with this current curriculum reform, social studies education in Turkey has changed fundamentally. The new curriculum has taken a thematic approach and put more focus on skills and values rather than content (Akinoğlu, 2008). New instructional units that reflect science, technology and global education have been added to the new social studies curriculum. The new social studies textbooks have been prepared accordingly. The textbooks now may have information about various topics such as technological developments (i.e., a robot conducting an orchestra in Japan), social issues and projects (i.e., the benefits of organ donations or collecting plastic bottles). This kind of

Corresponding author email: mehmet.acikalin@gmail

©2012/2015 International Assembly Journal of International Social Studies

Website: <http://www.iajiss.org> ISSN: 2327-3585

information in social studies textbooks is very new. Former textbooks mostly contained purely content based information about Turkish and World history and geography.

Assessment in the New Social Studies Curriculum

Adapting a completely different social studies curriculum requires fundamental changes with measurement and evaluation methods as well. Former curriculums mostly focused on written examinations with open ended questions and/or multiple choices tests as the main assessment techniques. In addition to these methods, the new social studies curriculum also adapted authentic/alternative assessment techniques (Aksit, 2007) such as portfolio, self and peer evaluation, projects, poster presentations, and rubrics (MEB, 2009a; 2009b). Although social studies teachers are encouraged to apply alternative assessment methods, the current research indicated the opposite. Recent studies showed that teachers still extensively use the traditional assessment methods and had trouble applying the alternative assessment techniques in the new social studies curriculum (Adanalı & Doğanay, 2010; Çelikkaya, Karakuş, & Öztürk-Demirbaş, 2010; Doğanay & Sarı, 2008).

A qualitative study conducted with 22 social studies teachers using semi structured interviews showed that the new evaluation and measurement activities were viewed as the most problematic side of the curriculum by the participants (Dinç & Doğan, 2010). The majority of participants in the study pointed out that while the standardized test measured the content knowledge, the alternative assessment methods in the new curriculum measured the process of learning and gaining skills. The authors concluded that this major discrepancy between the standardized tests and the alternative evaluation methods in the new curriculum must be resolved. This solution should make both assessment methods compatible and work together.

Another qualitative study conducted with 14 social studies teacher indicated that although all participants believed alternative assessment techniques were more useful to evaluate student success; they complained about increasing work load and inadequate time while they applied alternative assessment techniques (Kesten & Özdemir, 2010). Moreover, a teacher in this study questioned the meaning of alternative assessment methods.

For example, is it possible in the new system, if we do not make open-ended written examinations? Since you mention alternative assessment, a teacher can give alternative homework [to the students]. So it is not necessary to give [students] open-ended written examinations. But is this clear in the guidelines [prepared by Ministry of National Education]? I myself give [each class] three open-ended written examinations [in a semester]. It is in the guidelines [prepared by Ministry of National Education]. So, why do we apply alternative measurement and evaluations methods? (Kesten & Özdemir, 2010, p. 231)

It is clear that this teacher was frustrated about the role of alternative assessment techniques in the new curriculum. Although the new curriculum encourages the application of alternative assessment techniques such as portfolios, projects, and poster presentations, the traditional assessments

techniques such as open-ended written examinations are still used extensively in social studies classes in Turkey. It must also be noted that students' final grades heavily depend on those written examinations. Even if teachers apply alternative assessment in social studies classes, there are other issues that may come up in the process. This quote from a social studies teacher shows how alternative assessment methods are misunderstood.

When we tell the parents "You should help your kids with projects and homework," they think that they are supposed to do the homework. They [parents] do the homework, they even bring the homework to the school in case it breaks on the way. (Dinç & Doğan, 2010, p. 43)

Although there is limited empirical research on this issue it seems that the alternative assessment methods are not used adequately and appropriately in the social studies classrooms. Furthermore, these assessment methods do not measure students' achievement levels that counts and gives students directions and promotions in the educational system. Rather, the newly adapted authentic/alternative measurement methods such as portfolio, self and peer evaluation, projects, poster presentations, and rubrics (MEB, 2009a; 2009b) measure and evaluate the process of learning and gaining skills. On the contrary, the standardized tests measure the content knowledge. Recent studies indicated that most of the questions in these standardized tests mainly test very basic comprehension skills, and there were not any questions that require higher order think skills such as analysis, synthesis and evaluation (Aydoğan, 2008; Ümre, 2010).

Standardized tests have been dominating the educational system in Turkey for more than a quarter of a century. Students have to take series of standardized tests in middle schools in order to be considered for high school which the students are going to attend. A high school graduate in Turkey has to take university entrance examination in order to be accepted to a program in a state or private university. Even a university graduate in most cases has to take a standardized test in order to get a job or to apply for the postgraduate education (Açıklın, 2011). While the educational system in Turkey is heavily dominated by the standardized tests; this new social studies education approach requirements are contradictory. Thus, it seems that there is a serious problem with the consistency of the curriculum and the mainstream assessment system in social studies classes in Turkey. While, the social studies education community in Turkey are struggling with these issues, I believe it would be interesting to compare the current situation and the influence of the No Child Left Behind (NCLB) Act (U.S. Department of Education, 2002) on social studies education in the United States as it is the prominent place where integrated social studies applied.

High-Stakes Tests and Social Studies in the United States

There is a growing body of research indicating that organic (as in more involved and student-based) social studies education is disappearing from schools in the United States, as high-stakes tests have come to dominate education in the United States since the NCLB act came into effect (Au, 2009; Fitchett & Heafner, 2010; Heafner & Fitchett, 2012; Leming, Ellington, & Schug, 2006; Mathis & Boyd, 2009; McGuire, 2007; Passe, 2006; Saye, & Social Studies Inquiry Research Collaborative [SSIRC], 2013).

Corresponding author email: mehmet.acikalin@gmail

©2012/2015 International Assembly Journal of International Social Studies

Website: <http://www.iajiss.org> ISSN: 2327-3585

Heafner and Fitchett (2012), who conducted a national survey about instructional time allocations for core subject areas in the United States, reported that social studies instructional time decreased to 48 minutes per week within the last 10 years. Furthermore, NCLB promoted the testing culture by using federal funds to reward measured success (Fitchett & Heafner, 2010). Thus, teachers allocate social studies instructional time mostly for test preparation due to pressure by the assessment protocols of policy makers (Fitchett & Heafner, 2010; Saye & SSIRC, 2013). Au (2009) stated that

It appears that, when high-stakes social studies tests consist mainly of multiple choice questions and dislocated fact memorization, social studies teachers feel compelled to align their content, instruction, and assessment to the test-defined norms. While this does not mean that these teachers changed their content, instruction, and assessment *en toto*, it does demonstrate that these tests do change the social studies curriculum and do cause teachers to at least reduce the amount of student-centered instruction and increase the amount of teacher-centered instruction in their classrooms. (p. 48)

Correspondingly Saye and SSIRC (2013) stated that “teachers and administrators are unlikely to adopt inquiry-based approaches without evidence that such teaching will not negatively impact student performance on state-mandated high-stakes measures of basic knowledge” (p. 91). Thus, it seems that high-stakes tests both have influence on diminishing the instructional time of social studies and instructional decisions in these classes.

Recent literature in the United States also shows inconsistency between NCSS standards and the high-stakes testing (DeWitt et al., 2013). Recently a large group of researcher analyzed four states’ (New York, Ohio, Texas, and Virginia) social studies standards and the standardized tests questions based on Bloom’s Taxonomy levels. The study indicated that while state social studies standards require higher level cognitive activity, high-stakes tests are dominated by low level cognitive items. On the contrary, a number of educational organizations including NCSS are emphasizing 21st century’s skills such as critical thinking and problem solving (DeWitt et al., 2013; McGuire, 2007). NCSS revised standards (2010) clearly indicated that the aim of social studies is to prepare citizens with civic competence who can “apply inquiry processes, and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving” (p. 9).

Finally, NCLB adversely impacts inquiry-based learning and the development of critical analysis skills, due primarily to the content demands of the tests and the need to convert social studies to a more content based course while this act also endorses the separation of social science disciplines (Fitchett & Heafner, 2010). The NCLB that promotes high-stakes standardized testing has had a major impact on what and how students are taught and assessed in social studies courses. Therefore, this legislation has led the educational community to discuss the disintegration or redefinition of social studies as a course subject in the United States (Au, 2009; Fitchett & Heafner, 2010; Heafner & Fitchett, 2012; Leming et al., 2006; Mathis & Boyd, 2009; McGuire, 2007; Passe, 2006; Saye & SSIRC, 2013). At this point, I would like to compare and discuss the status of social studies education and standardized testing both in Turkey and the United States.

Discussions of Turkish and the United States Cases: Future Direction of Social Studies

It seems that there are some commonalities about the status of social studies education both in Turkey and the United States. As previously discussed, both countries have compatible social studies curriculums and standardized testing systems. Social studies curriculums both in Turkey and the United States define social studies as integrated field of social science disciplines, cover very parallel learning themes and skills such as critical thinking, problem solving, and decision making. Also, in both countries the success of students and teachers is measured by the standardized testing systems and this puts lots of pressure on them. This pressure influences the content, instruction methods, and the purpose of social studies education and has even led the educational community to question the role of integrated social studies education.

The major distinction between the social studies education systems in Turkey and the United States is in the time when standardized test was first introduced to the educational system. The integrated social studies with focus on civic competence has already been accepted and applied in the United States when the high-stakes tests were included to educational system. However, the order of events is exactly opposite in Turkey. The standardized tests were already in use when the integrated social studies curriculum was introduced to the educational system in Turkey. Even if there is dissimilarity between Turkey and the United States regarding the time when the standardized test included to the educational system, however, the results and effects resulting from and effecting the social studies courses are very similar.

It is clear that integrated, thematic and skill based social studies education does not work well with the standardized testing systems in both countries. The studies in both countries showed that these tests mostly measured basic content knowledge at comprehension level that does not require higher order thinking (Aydoğan, 2008; DeWitt et al., 2013; Ümre, 2010). On the contrary, the contemporary social studies education aims to develop civic competences that require higher level thinking such as critical and creative thinking, problem solving and decision making.

Therefore, we must find a way to overcome this discrepancy. The easiest way is to abolish the standardized tests or diminish the role of these tests in the assessment system that plays significant part in a student's future. However, such a decision is not likely to be made by policymakers in Turkey. Thus, we are at the point where we must make a decision on the role and purpose of social studies education, or redefine and restructure this field so that it can work with these tests. I believe the only solution in Turkish educational context would be the separation of the social studies fields. Likewise, in the United States a study conducted on 43 experienced social studies professors, even before NCLB, foresaw social studies as a downgrading field in schools indicating that "the diminishing and fragmentation of social studies as a field of study" was one of the major trends expected in the 21st century (Hass & Laughlin, 1999). Similarly, Fitchett and Heafner (2010) stated that "the marginalization of social studies is an enduring trend over the last two decades, a byproduct of an educational policy shift toward national standardization" (p. 114) in the United States.

Thus, this trend had started long before policymakers in Turkey adapted principles and standards of NCSS (1994, 2010) curriculum a decade ago. As previously discussed, we already have the dominance of the standardized tests when NCSS standards were introduced to educational system in Turkey. It is clear that the educational policymakers in Turkey were not able to critically analyze this trend in the United States and definitely did not foresee this current situation.

Thus, considering the context of the Turkish educational system, I would propose some social science disciplines, such as history and geography to be separated from social studies education as a whole. Therefore, the content based social sciences which are the base for these high-stakes tests questions can be taught and tested accordingly. On the other hand, new social studies courses which encompass such topics as civic engineering, environmental studies, world culture, and global issues may be established. Also, a special focus must be given to the exploration and development of skills, values, and ethics in these new social studies courses. I believe a social studies course with this level of scope will be more valuable to educate informed citizens who possess critical and creative thinking, problems solving, and decision making skills. In the future, there will be a need for more discussions, to shape, or build, a new framework for social studies in Turkey.

References

- Açıkalin, M. (2011). The current status of social studies in Turkey. *Journal of Social Science Education, 10*(1), 44–53. Retrieved February 11, 2014, from <http://www.jsse.org/index.php/jsse/article/viewFile/1151/1054>
- Adanalı, K., & Doğanay, A. (2010). Beşinci sınıf sosyal bilgiler öğretiminin alternatif ölçme-değerlendirme etkinlikleri açısından değerlendirilmesi [The evaluations of alternative assessment practices in fifth grade social studies instruction]. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi [Çukurova University Social Science Institute Journal], 19*(1), 271–292. Retrieved February 11, 2014, from <http://sosyalbilimler.cukurova.edu.tr/dergi.asp?dosya=640>
- Akinoğlu, O. (2008). The curricular reform initiatives of Turkey in the fields of life science and social studies in the process of accession to the European Union. *World Applied Sciences Journal, 3*(2), 168–183. Retrieved on January 9, 2014 from <http://files.eric.ed.gov/fulltext/ED503449.pdf>
- Akpınar, M., & Kaymakçı, S. (2012). Ülkemizde sosyal bilgiler öğretiminin genel amaçlarına karşılaştırmalı bir bakış [A Comparative perspective of general purposes of social studies]. *Kastamonu Eğitim Dergisi [Kastamonu Education Journal], 20*(2), 605–626. Retrieved January 11, 2014, from http://www.kefdergi.com/pdf/20_2/20_2_16.pdf
- Aksit, N. (2007). Educational reform in Turkey. *International Journal of Educational Development, 27*(2), 129–137.
- Aksit, N. (2010). Citizenship education in the social studies curriculum in Turkey. In P. Cunningham & N. Fretwell (Eds.), *Lifelong learning and active citizenship* (pp. 501–512). London: CiCe. Retrieved February 10, 2014, from https://metranet.londonmet.ac.uk/fms/MRSite/Research/cice/pubs/2010/2010_501.pdf

Corresponding author email: mehmet.acikalin@gmail

©2012/2015 International Assembly Journal of International Social Studies

Website: <http://www.iajiss.org> ISSN: 2327-3585

- Au, W. (2009). Social studies, social justice: W(h)ither the social studies in high-stakes testing? *Teacher Education Quarterly*, 36(1), 43–58. Retrieved February 11, 2014, from <http://files.eric.ed.gov/fulltext/EJ851027.pdf>
- Aydoğan, A. (2008). Lise giriş sınavları (LGS-OKS) coğrafya sorularının bilişsel alan basamaklarına göre değerlendirmesi (2003–2007) [Evaluations of geography questions in the high school entrance exams (LGS-OKS) in terms of their cognitive levels (2003–2007)]. Unpublished master thesis, Gazi Üniversitesi, Ankara, Türkiye.
- Barr, R. D., Barth, J. L., & Shermis, S. S. (1978). *The nature of social studies*. Palm Spring, CA: ETC publication.
- Çayır, K., & Gürkaynak, İ. (2008). The State of citizenship education in Turkey: Past and present. *Journal of Social Science Education*, 6(2), 50–58. Retrieved February 11, 2014, from <http://www.jssse.org/2007/2007-2/pdf/cayir-state-of-citizenship-2-2007.pdf>
- Çelikkaya, T., Karakuş, U., & Öztürk-Demirbaş, Ç. (2010). Sosyal bilgiler öğretmenlerinin ölçme-değerlendirme araçlarını kullanma düzeyleri ve karşılaştıkları sorunlar [Social studies teachers' utilization levels of assessment methods and the problems they encounter]. *Ahi Evran Üniversitesi Eğitim Fakültesi Dergisi [Ahi Evran University, Journal of Faculty of Education]*, 11(1), 57–76. Retrieved February 8, 2014, from http://kefad.ahievran.edu.tr/archieve/pdfler/Cilt11Sayi1/JKEF_11_1_2010_57-76.pdf
- DeWitt, S. W., Patterson, N., Blankenship, W., Blevins, B., DiCamillo, L., Gerwin, D., et al. (2013). The Lower-order expectations of high-stakes tests: A four-state analysis of social studies standards and test alignment. *Theory & Research in Social Education*, 41(3), 382–427. doi: 10.1080/00933104.2013.787031
- Diñç, E., & Doğan, Y. (2010). İlköğretim ikinci kademe sosyal bilgiler öğretim programı ve uygulanması hakkında öğretmen görüşleri. [The views of teachers on the upper primary social studies curriculum and its practice]. *Sosyal Bilgiler Eğitimi Araştırmaları Dergisi [Journal of Social Studies Education Research]*, 1(1), 17–49. Retrieved February 8, 2014, from <http://www.jsser.org/index.php/JSSER/article/viewFile/15/pdf>
- Doğanay, A., & Sarı, M. (2008). Öğretmen gözüyle yeni sosyal bilgiler programı: Adana ilinde bir araştırma [Teachers' views about the new social studies curriculum: A study in Adana city]. *İlköğretim Online [Elementary Education Online]*, 7(2), 468–484. Retrieved February 8, 2014, from <http://ilkogretim-online.org.tr/vol7say2/v7s2m17.pdf>
- Fitchett, P. G., & Heafner, T. L. (2010). A National perspective on the effects of high-stakes testing and standardization on elementary social studies marginalization. *Theory & Research in Social Education*, 38(1), 114–130. Doi: 10.1080/00933104.2010.10473418
- Hass, M. E., & Laughlin, M. A. (1999, April). *Perspectives of social studies over a quarter of century: Reflections from veteran social studies leaders*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada. (ERIC Document Reproduction Service No. ED 432516)
- Heafner, T. L., & Fitchett, P. G. (2012). National trends in elementary instruction: Exploring the role of social studies curricula. *The Social Studies*, 103(2), 67–72.

Corresponding author email: mehmet.acikalin@gmail

©2012/2015 International Assembly Journal of International Social Studies

Website: <http://www.iajiss.org> ISSN: 2327-3585

- Kesten, A., & Özdemir, N. (2010). Sosyal bilgiler öğretim programının ölçme değerlendirme boyutunun öğretmen görüşlerine göre değerlendirilmesi: Samsun ili örneği [Evaluation of social studies curriculum assessment part according to opinions of teachers: Case of Samsun city]. *Firat Üniversitesi Sosyal Bilimler Dergisi [Firat University Journal of Social Science]*, 20(2), 223–236. Retrieved February 8, 2014, from <http://web.firat.edu.tr/sosyalbil/dergi/arsiv/cilt20/sayi2/223-236.pd>
- Leming, J. S., Ellington, L., & Schug, M. (2006). The state of social studies: A national random survey of elementary and middle school social studies teachers. *Social Education*, 70(5), 322–326.
- Mathis, P. B., & Boyd, N. C. (2009). Who is teaching social studies? Pre-service teachers' reaction. *Social Studies Research and Practice*, 4(3), 76–85. Retrieved February 8, 2014, from <http://www.socstrpr.org/files/Vol%204/Issue%203%20%20Winter,%202010/Practice/4.3.7.pdf>
- McGuire, M. E. (2007). What happened to social studies? The disappearing curriculum. *Phi Delta Kappan*, 88(8), 620–624.
- Milli Eğitim Bakanlığı Talim Terbiye Kurulu Başkanlığı [Ministry of National Education – Curriculum Division][MEB]. (2009a). *Sosyal bilgiler 4. – 5. sınıf programı [Social studies curriculum: Grades 4–5]*. Ankara: Author. Retrieved September 17, 2013, from <http://ttkb.meb.gov.tr/www/ogretimprogramlari/icerik/72>
- Milli Eğitim Bakanlığı Talim Terbiye Kurulu Başkanlığı [Ministry of National Education - Curriculum Division] [MEB]. (2009b). *Sosyal bilgiler 6. – 7. sınıf programı [Social studies curriculum: Grades 6–7]*. Ankara: Author. Retrieved September 17, 2013, from <http://ttkb.meb.gov.tr/www/ogretimprogramlari/icerik/72>
- National Council for the Social Studies [NCSS]. (1994). *Expectations of excellence: Curriculum standards for social studies*. Washington, DC: Author.
- National Council for the Social Studies [NCSS]. (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Washington, DC: Author.
- Passe, J. (2006). New challenges in elementary social studies. *The Social Studies*, 97(5), 189–192.
- Saye, J., & Social Studies Inquiry Research Collaborative (SSIRC). (2013). Authentic pedagogy: Its presence in social studies classrooms and relationship to student performance on state-mandated tests. *Theory & Research in Social Education*, 41(1), 89–132. doi: 10.1080/00933104.2013.756785
- Semenderoğlu, A., & Gülersoy, A. E. (2005). Eski ve yeni 4–5. Sınıf sosyal bilgiler öğretim programlarının değerlendirilmesi [An evaluation of the old and the new social studies curricula (Grade 4–5)]. *Dokuz Eylül Üniversitesi, Buca Eğitim Fakültesi Dergisi [The Journal of Buca Faculty Education in Dokuz Eylul University]*, 18, 141–152. Retrieved February 10, 2014, from <http://www.befjournal.com.tr/index.php/dergi/article/view/113/92>
- U.S. Department of Education. (2002). *No child left behind: A desktop reference*. Washington, DC: U.S. Department of Education, Office of the Under Secretary.

Ümre, M. M. (2010). Seviye belirleme sınavları (SBS) sosyal bilgiler sorularının sosyal bilgiler programına ve bilişsel alan basamaklarına göre değerlendirilmesi [The evaluation of social sciences questions in placement tests according to social sciences programme and the steps of cognitive domain]. Unpublished master thesis, Gaziosmanpaşa Üniversitesi, Tokat, Türkiye.