Value of Responsibility and the Attainment Targets Connection in 2018 Social Studies Curriculum of Turkey

*Eyüp Artvinli⬚, **Leyla Dönmez⬚

Abstract. In this study, the attainment targets of the 2018 Social Studies curriculum were examined according to the responsibility value, which is one of the root values of the same program. In the study, the concept of responsibility is considered in the dimensions of individual responsibility and social responsibility, while the attainment targets are categorized as ecological consciousness, political consciousness, national consciousness and self-consciousness. The study is a qualitative study, and the method of document analysis was adopted in obtaining the data. The data source of the research was the 2018 Social Studies curriculum approved by the Ministry of National Education (MoNE). Data is analysed by content analysis method. According to results obtained from the study, 98 of the total 131 attainment targets are associated with the liability value. By examining the distribution of attainment targets by class level, it was found that they were most associated with the value of responsibility at the sixth grade and least associated at the seventh-grade level. In the study of the distribution of attainment targets according to learning areas, it was found that they are most involved in production, distribution, and consumption, and least involved in the field of Science, Technology, and Society. Compared to the integration of modern society with technology, this reflects that technology is being used in the wrong area. There is a situation that is not directed towards production, but rather towards consumption. To avoid this situation, Project-based learning and technology training can be supported.

Keywords. Social studies curriculum, values, attainment target, responsibility.

*Prof. Dr. Eskisehir Osmangazi University, Faculty of Education, Eskisehir, Turkey

e-mail: eartvinli @ gmail.com

**Ph.D. Student. Anadolu University, Institute of Educational Sciences, Eskişehir, Turkey

e-mail: leyladonmezcbu @ gmail.com

Responsibility is one of the values that a person should acquire from an early age. A person faces various responsibilities depending on the age level in the social environment in which they live. As a social being, the individual should feel the importance of developing a sense of responsibility. The environment in which they live will make them feel this importance at every opportunity. Getting acquainted with the concept of responsibility becomes more effective in the school process. A society that has a weak connection to the value of responsibility will also be difficult society in which to survive. The more individuals who maintain their place in a society with a sense of responsibility, the more that society will provide a more livable world for future generations.

Individuals who develop a sense of responsibility are individuals who produce and use scientific knowledge, recognize themselves and others, develop the ability to reason and reason, exhibit honesty, trust, autonomy behavior, step with courage, are sensitive, esthetical intuition, and have characteristics such as empathy (Eraslan, 2011, p. 82).

In societies where there are individuals with these characteristics, the answers to the following questions will also show a positive attitude. For example, when was the last time you contributed to a school renovation? When was the last time you planted a tree? When was the last time you hugged an elderly person? When was the last time you hugged a child that did not belong to you? When was the last time you defended both your own rights and someone else's? Early acquisition of responsibility will first increase the number of advanced individuals, and then prepare the society and environment for the formation of an advanced generation. An individual is an entity that can influence his or her environment. With this feature, the individual is separated from other living things and lives in a union called society (Eraslan, 2011, p. 82).

Socialization, in general, takes place within the individual (Çoştu, 2009). Society's norms, values, roles expected of the person, attitudes, and behaviors patterns necessary for social interaction skills, and also the attainment of a sense of self and identity is a process of the internalization of the culture people live in (Coşgun, 2012, p. 3). Through socialization, the individual learns and complies with group norms, thereby maintaining social order (Memduhoğlu, 2008, p.138). In other words, through socialization, the individual as part of a spontaneous whole is restructured as a being that is necessarily formed, disciplined and, adapted (Koç, 2010, p. 205).

The concept of responsibility, in general, is defined as, a process of acting in awareness of its role to accept the results of likely to arise (Şahan, 2011). Responsibility occurs for the life of the

individual and the community with free-will decisions, and by the needs of the individual that won't interfere with the ability to welcome other individuals in society (Glasser, 2005) is defined as. Herdem (2016), on the other hand, describes the concept of responsibility in the dimension of knowledge. The individual develops their knowledge in order to produce solutions to individual and social problems and exhibits responsible behavior for this purpose. In this direction, social responsibility corresponds to the socialization of responsibility by the fact that a person ceases to be an individual and has a social personality (Metin, 2006, p. 220). That is, the point at which individual responsibility begins to cover one's environment can be considered as the beginning of social responsibility (Torlak, 2003, p. 26).

Individual responsibility is to define clear goals in life and fully accept all responsibilities and tasks to achieve these goals (Özen, 2010, p. 47). Individual responsibility is defined as the projection of behavior (Toker and Tat, 2013, p. 34), while social responsibility is defined as the task's attainment targets in society and the ability to be accountable for these tasks (Gözüyılmaz and Özmen, 2013, p. 152).

Social responsibility is a phenomenon that shapes the behaviors of individuals when viewed from an individual point of view (Ergül and Kurtulmuş, 2014, p.222). Social responsibility means good citizenship. Social responsibility is used to express an individual's responsibility to other people (Özen, 2011, p.175). Social responsibility is also based on the fact that all the behaviors of the individual can affect the entire society. The individual is therefore responsible to society for the consequences of their behavior, and (Hotamışlı, Çağ, Menteşe, & Yörük, 2010, p. 283) therefore, individuals acting with social responsibility also take into account the impact of their behavior on society or the environment (Ergül and Kurtulmuş, 2014, p. 222). In this parallel, it can be said that the goal of the phenomenon of Social Responsibility, which can be expressed as regulating individual behavior with respect to social consequences, is to provide social benefit and make a difference in society (Toker and Tat, 2013, p. 36).

The perception of responsibility is important in terms of the ability of the individual to reflect their presence in society with correct behavioral statements. Responsibility for the individual is expressed as individual responsibility. It can be said that the concept of individual responsibility is defined as individuals making decisions for their own lives while preserving the boundaries of other members and accepting responsibility for the ordinary consequences of these decisions (Burke, Crum, Genzler, Shaub and Sheets, 2001; Cüceloğlu, 2016; Doğan, 2015; Golzar, 2006; Gough,

McClosky and Meehl, 1952; Hamilton and Fenzel, 1988; Kepenekçi, 2003; Özen, 2011; Özen, 2015; Romi, Lewis and Katz, 2009; Ryan and Bohlin, 1999; Schessler, 2011; Sezer, 2008; Yavuzer, 1996; Yontar and Yurtal, 2009).

As well as the physical needs of the individual for self-realization, their social needs are of special importance (Maslow, 1970). A sense of belonging is one of the steps of the self-realization process, therefore, individuals feel responsible to the society in which they live. This dimension of responsibility is expressed as social responsibility (Toker and Tat, 2013). The concept of social responsibility, individuals' perceptions of the society in accordance with the value they were found in all individuals have equal rights, considering the fact that with respect to these rights, to be sensitive to environmental and social issues and for this purpose, conflict of interest, without aiming to make the move to self can be defined as (Eraslan, 2011; Özen, 2015).

Responsibility and Education

Educational institutions are directly responsible for their functions and instill responsibility. This function is carried out within the framework of educational programs. Through the courses within the program, students will support their personal and social development, social events, facts, and individuals is aimed to train case sensitive (Akbaş, 2008; Saran, Coşkun, İnal Zorel and Aksoy, 2011).

Carrying out educational activities only within the framework of theoretical knowledge will cause individuals to be raised without being aware of the power in their own self (Fox and Boulton, 2005). Therefore, students of educational institutions have a special need to contribute to their development; and should gain character by developing values such as tolerance, justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, benevolence, and reliability (Akbaş, 2004; Anderson, 2000; Bacanlı, 2005; Çubukçu and Gültekin, 2006; Dilmaç, 2007; Kohlberg and Selman, 1972; Özbesler and Duyan, 2009; Ryan and Bohlin, 1999; Yontar and Yurtal, 2009).

Responsibility value is one of the root values that are intended to be acquired through educational programs (MoNE, 2018). Awareness of responsibility can be attainment by "Giving individuals tasks according to their age, gender and level of development, starting from early childhood" (Yavuzer, 1996, p.107).

Looking at the field, it was found that responsibility-related studies are mostly related to educational programs and values education associated with Life Science and Social Studies courses

(Akbaş, 2004; 2008; Anderson, 2000; Burke, Crum, Genzler, Shaub and Sheets, 2001; Çelik, 2010; Çelikkaya and Kürümlüoğlu, 2017; Çoban and Akşit, 2018; Dilmaç, 2007; Edginton, 1981; Ertürk, 2017; Gündüz, 2014; Hayta Önal, 2005; Kan, 2010; Kapıkıran, 2008; Kaplan and Sulak, 2017; Kohlberg and Selman, 1972; Kuşçuoğlu, Aladağ and Kuzgun, 2017; Mutlu, 2006; Özbesler and Duyan, 2009; Pink, 2009; Ryan and Deci, 2000; Sağlam and Genç, 2015; Sağlam, 2014; Sezer, 2008; Sezer, and Çoban, 2016; Tay and Yıldırım, 2009; Tepecik, 2008; Tonga and Uslu, 2015; Trainer, 2005; Yontar, 2013; Zengin, 2014).

Curriculum is of great importance in the connection between education and responsibility. Educational programs are developed in accordance with the needs of the age and expectations in the field of Science; and take an effective leadership role in the educational environment in terms of educating individuals in a targeted direction (Baş, 2017; Benli Özdemir and Arık, 2017; Yangın, 2004). The perspective of the Social Studies curriculum is of great importance and development in terms of internalizing this acquisition of responsibility.

Purpose of the Research

In this study, it was aimed to examine the achievements of the 2018 Social Studies curriculum according to the responsibility value, which is one of the root values of the same program. The research sought answers to the following questions:

1.   How is the distribution of attainment targets directly related to the value of responsibility in the 2018 Social Studies curriculum by class levels and learning areas?

2.   What sub-dimensions of liability value are the attainment targets related to in the 2018 Social Studies curriculum?

3.   What is the taxonomic level of the attainment targets associated with the value of responsibility in the 2018 Social Studies curriculum?

Method

In this section, the research method, study group, data collection tool and its application and the techniques used in data processing and analysis are discussed.

Research Model

This research occurs in a qualitative pattern. Qualitative research can be defined as research in which qualitative data collection methods are used, such as observation, interview and document analysis; and a process is followed for the realistic and holistic presentation of perceptions and

events in a natural environment (Yıldırım and Şimşek, 2016, p. 45). Research data was obtained through document analysis, which is a qualitative research method covering the analysis of written materials containing information about facts and events (Wachter, 2010). In the research, the document analysis method was adopted because the Social Studies course was examined in terms of its achievements related to the value of responsibility. During the analysis of the data, the content analysis method was adopted, and the data of the study was subjected to content analysis separately. In content analysis, the purpose is to define the document and the message in the document within a system.

Content analysis is defined as "the systematic reading of a body of texts, images, and symbolic matter, not necessarily from an author's or user's perspective" (Wachter, 2010). Content analysis is distinguished from other kinds of Social Science research in that it does not require the collection of data from people. Like documentary research, content analysis is the study of recorded information, or information which has been recorded in texts, media, or physical items.

Source of Data

In the research, criteria sampling method was used from purposeful sampling methods. The logic and power of purposeful sampling lie in selecting information-rich cases for in-depth study. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term purposeful sampling. Studying information-rich cases yields insights and in-depth understanding rather than empirical generalizations (Patton, 2002, p. 230, emphasis in original). As a criterion in the study, the achievements or outcomes of the 2018 Social Studies curriculum published by the Ministry of National Education were taken. The 2018 Social Studies Course (Grades 4, 5, 6, 7 and 8) constitute the curriculum.

Data Collection and Analysis

The document review method was used to obtain and analyze the data. Document review is a way of collecting data by reviewing existing documents.

Process

Accessing documents and checking the authenticity of documents. The 2018 Social Studies course curriculum, which is a research document, has been reached through the official MoNe's web page. The document reached is directly included in the research process. In this case, the documents are original.

Understanding documents. At this stage, the aim is to examine research documents in a specific system and also in comparison with each other. Program achievements were studied in terms of their direct and indirect relationship with the value of responsibility (Yıldırım and Şimşek, 2016).

Data analysis. The process of data analysis is the process of exporting the meaning of data. Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted to elicit meaning, attainment understanding, and develop empirical knowledge (Yıldırım and Şimşek, 2016).

Selecting a sample from data. A criteria sampling method was preferred to objective sampling methods when determining a research sample.

Category development. The attainment targets included in the 2018 Social Studies curriculum were examined and it was decided to divide the attainment targets into two categories: individual responsibility and social responsibility. Then, for the dimensions of consciousness that the attainment targets contained in these categories, the themes were determined by coding under the concepts of ecological consciousness, political consciousness, national consciousness, and self-consciousness. Encoding data is a naming process performed by dividing, examining, comparing, conceptualizing, and associating the resultant data into meaningful sections within itself (Yıldırım and Şimşek, 2016).

Defining an analysis unit. Depending on the purpose of the research, concepts such as words, themes, substances and content contained in the document can form analysis units (Yıldırım and Şimşek, 2016). In the Social Studies course of 2018 (Grades 4, 5, 6, 7 and 8), the achievements included in the curriculum are considered as an analysis unit. The data was analyzed by manual method.

Digitization. The data obtained in accordance with the categories, themes and units of analysis determined in the study were considered separately in each class size and in accordance with the learning areas. The data obtained were presented with frequency values in the tables.

Results

In this section, the findings obtained examining the attainments related to the value of responsibility contained in the 2018 Social Studies curriculum in accordance with the identified categories and themes are given. The research was examined in accordance with the following sub-problems.

1. How is the distribution of attainment targets directly related to the value of responsibility in the 2018 Social Studies curriculum by class levels and learning areas?

2. What sub-dimensions of liability value are the attainment targets related to in the 2018 Social Studies curriculum?

3. What is the taxonomic level of the attainment targets associated with the value of responsibility in the 2018 Social Studies curriculum?

Distribution of Attainment Targets Directly Related to The Value of Responsibility in The Social Studies Curriculum by Class Levels and Learning Areas

In Table 1, information about the distribution of attainment targets related to the value of individual and social responsibility included in the social studies course curriculum by class level is presented.

Table 1.

Distribution of Attainment targets Directly Related to the Value of Responsibility by Grade Level in the 2018 Social Studies Curriculum

Grade	Social Responsibility	Individual Responsibility	Social and Individual Responsibility	Total
4	3	5	5	13
5	6	5	5	16
6	5	2	4	11
7	-	-	3	3
Total	14	12	17	43

Table 1 was examined, and it was determined that there were 43 attainment targets related to the value of liability in the Social Studies course curriculum for 2018. Fourteen (14) of these attainment targets were in the categories of Social Responsibility and 12 were in the categories of individual responsibility, while 17 attainment targets were found to be in both dimensions. It is observed that these attainment targets studied are at the fifth-grade level (16 attainment target) and at the seventh-grade level (3 attainment targets). Social responsibility-related attainment targets

were most included at the fifth-grade level (6 attainment targets), while no attainment targets were included at the seventh-grade level.

It is observed that the maximum achievements associated with individual responsibilities are included in the program at the fourth and fifth grade levels (5 attainment targets), while the achievements related to individual responsibilities at the seventh-grade level are not included.

Table 2 provides information about the distribution of responsibilities within the Social Studies curriculum on the basis of learning areas and class levels.

Table 2.

Distribution of Attainment targets Directly Related to the Value of Responsibility by Learning Areas in the 2018 Social Studies Curriculum

Learning Areas	4.Grade	5.Grade	6.Grade	7.Grade	Total
İndividual and Society	1	3	2	1	7
Culture and Heritage	2	2	-	-	4
People, Places and Environments	2	2	-	-	4
Sciences, Technology and Society	1	3	1	-	5
Production, Distribution and Consumption	4	2	3	1	10
Effective Citizenship	2	2	2	-	6
Global Connections	1	2	3	1	7
Total	13	16	11	3	43

In Table 2, when the attainment targets related to responsibility in the 2018 Social Studies curriculum were examined on the basis of learning areas it was determined that the highest attainment targets were in the "production, distribution and consumption" learning area (10 attainment targets) and the least attainment targets were in the "culture and heritage" and "people, places and environments" learning area (4 attainment target).

Distribution in Relation to The Lower Dimensions of Responsibility Value in The Attainment Targets of The Social Studies Curriculum

When the concepts related to attainment targets in learning are examined, "individual and society", "science, technology and society", "active citizenship" and "global connections" are associated with self-consciousness. "culture and heritage" are associated with national consciousness whereas "people, places, and environments" and "production, distribution and consumption" are related to ecological consciousness.

Table 3.

Lower Dimensions Associated with the Value of Responsibility in the Fourth Grade Social Studies Curriculum

Learning Areas	Code	Content of Attainment Target	Awareness of Responsibility
Individual and Society	SS.4.1.4.	She/he puts in the place of other individuals with different characteristics. In addition to individuals with different abilities, tastes and personality traits, the situations of disadvantaged (disabled, poor, in need of government care or experiencing chronic health problems) are also addressed.	Self-Consciousness
Culture and Heritage	SS.4.2.2.	She/he gives examples by investigating elements that reflect his family and the national culture around him/her. A museum, mosque, mausoleum, bridge, madrasa, caravanserai located in the immediate vicinity, such as a historical site trip or oral history or local history studies are done.	National Consciousness
People, Places and Environments	SS.4.3.3.	She/he distinguishes the natural and human elements in the environment in which she/he lives. Students are allowed to recognize their immediate environment with all its elements.	Ecological Consciousness
	SS.4.3.6.	Make the necessary preparations for natural disasters. Priority is given to natural disasters that are likely to occur in the environment in which the student lives. Earthquake bag preparation is discussed.	Ecological Consciousness
Science, Technology and Society	SS.4.4.5.	She/he uses technological products without harming itself, others and nature. Attention is paid to the user manuals prepared for technological products.	Self-Consciousness
Production, Distribution and Consumption	SS.4.5.1.	She/he makes informed choices between the two, distinguishing between his/her desires and needs. The limitation of resources, the balance of benefits and costs will be taken into account. It is emphasized that desires and needs are different from each other.	Ecological Consciousness
	SS.4.5.3.	Exhibits conscious consumer behavior as a responsible individual.	Ecological Consciousness
	SS.4.5.4.	Creates a sample budget of his/her own. The student is provided with his/her family to create a table of income and expenses over a sample budget amount. Local and socio-economic conditions and income levels of families are taken into account.	Ecological Consciousness
	SS.4.5.5.	She/he uses its surrounding resources without wasting them. It is emphasized that she/he should be able to make savings by using the resources she/he has consciously.	Ecological Consciousness
Effective Citizenship	SS.4.6.1.	She/he gives examples of the rights he/she has as a child. Articles in the Convention on the rights of the child are considered.	Self-Consciousness
	SS.4.6.2.	She/he takes responsibility for his/her words and actions in family and school life.	Self-Consciousness
Global Connections	SS.4.7.4.	She/he respects different cultures.	Self-Consciousness

In Table 4, information about the lower dimensions associated with the responsibility value included in the fifth grade Social Studies curriculum is presented.

Table 4.

Lower Dimensions Associated with the Value of Responsibility in the Fifth Grade Social Studies Curriculum

Learning Areas	Code	Content of Attainment Target	Awareness of Responsibility
Individual and Society	SS.5.1.1.	She/he notices the contribution of Social Studies course to his own development as an active citizen of the Republic of Turkey.	Self-Consciousness
	SS.5.1.3.	As an individual who is aware of his rights, he acts in accordance with the duties and responsibilities required by the roles he/she takes in the groups she/he participates in family, relatives, friends' group, sports team, painting, music club, such as groups that contribute to socialization and institutions such as school are covered. The importance of planned work is emphasized when performing duties and responsibilities. When planning your personal time, it is important to take into account the situations of playing games, studying, reading books, sleeping, spending qualified time with family and friends and using mass media.	Self Consciousness
	SS.5.1.4.	She/he gives examples of the enjoyment of his rights as a child and situations in which these rights are violated.	Self-Consciousness
Culture and Heritage	SS.5.2.1.	Based on her/his concrete remains, she/he recognizes the important contributions of Anatolian and Mesopotamian civilizations to human history.	National Consciousness
	SS.5.2.4.	Analyzes the role of cultural elements in the coexistence of people.	National Consciousness
People, Places and Environments	SS.5.3.4.	She/he questions the causes of disasters and environmental problems in the environment in which lives.	Ecological Consciousness
	SS.5.3.5.	Explain the effects of natural disasters on public life with examples.	Ecological Consciousness
Science, Technology and Society	SS.5.4.2.	She/he questions the accuracy and reliability of the information it reaches in the virtual environment. She/he focuses on media literacy.	Self-Consciousness
	SS.5.4.4.	Determines the common characteristics of inventors and scientists. Emphasis is placed on the importance of scientific thinking.	Self-Consciousness
	SS.5.4.5.	Acts in accordance with scientific ethics in his/her work. The importance of showing the resources used in the studies and preserving the original resources is emphasized.	Self-Consciousness

Production, Distribution and Consumption	SS.5.5.5.	Develops new ideas based on production, distribution and consumption by collaborating. Students are encouraged to produce new ideas by giving examples of the work of successful entrepreneurs who develop new ideas in different fields. Innovative ideas to meet them are developed by investigating changing social interests and needs.	Ecological Consciousness
	SS.5.5.6.	She/he exercises his rights as a conscious consumer.	Self-Consciousness
Effective Citizenship	SS.5.6.3.	Explain basic rights and the importance of exercising these rights. She/he focuses on the right to participation and freedom of thought from basic rights.	Political Consciousness
	SS.5.6.4.	She/he values our flag from our symbols of national sovereignty and independence.	National Consciousness
Global Connections	SS.5.7.1.	Explores the role of his place and environment in economic relations between our country and other countries. Agriculture, industry, tourism, transportation, education, cultural industry, such as the appropriate areas of economic activity are mentioned.	Ecological Consciousness
	SS.5.7.4.	She/he gives examples of common heritage elements found in various countries. Examples from our country and different countries of the world are selected and the meaning of the common heritage is emphasized.	Self-Consciousness

When the concepts associated with attainment targets are examined, "global connections" and "individual and society" are associated with self-consciousness. "Culture and heritage" relate to national consciousness; and "production, distribution and consumption" together with "people, places and environments" are related to ecological consciousness. "Effective citizenship" is associated with the concept of political consciousness.

In Table 5, information about the lower dimensions associated with the responsibility value included in the sixth grade Social Studies course curriculum is presented.

Table 5.

Lower Dimensions Associated with the Value of Responsibility in the Sixth Grade Social Studies

Curriculum

Learning Areas	Code	Content of Attainment Target	Awareness of Responsibility
Individual and Society	SS.6.1.4.	She/he participates in social assistance and solidarity supporting activities in the formation of social unity.	Self-Consciousness
	SS.6.1.5.	She/he argues that solutions to a problem should be based on rights, responsibilities and freedoms.	Self-Consciousness
Culture and Heritage	-	-	-
People, Places and Environments	-	-	-
Science, Technology and society	SS.6.4.4.	She/he defends the necessity of obtaining copyrighted and patent-protected products through legal means.	Self-Consciousness
Production, Distribution and Consumption	SS.6.5.2.	Analyzes the effects of unconscious consumption of resources on living life. The importance of renewable and non-renewable resources is emphasized.	Ecological Consciousness
	SS.6.5.4.	She/he advocates the need and importance of taxing in terms of citizenship responsibility and its contribution to the country's economy.	Self-Consciousness
	SS.6.5.5.	Analyzes the place and importance of qualified manpower in the development of the Turkish economy.	Self-Consciousness
Effective Citizenship	SS.6.6.5.	She/he explains that his rights and responsibilities as an active citizen of the Republic of Turkey are constitutionally guaranteed.	Political consciousness
	SS.6.6.6.	Based on Turkish history and current examples, she/he realizes the value given to women in social life. She/he focuses on positive issues such as positive discrimination, economic, political and social representation, and negative issues such as violence attainment targets women and sex discrimination.	Self-Consciousness
Global	SS.6.7.1.	Analyzes the cultural, social, political	Political

Connections		and economic relations of our country with the Turkish Republics and neighboring states.	consciousness
	SS.6.7.3.	Analyzes the roles that our country assumes in the international arena depending on its political, military, economic and cultural characteristics.	Political consciousness
	SS.6.7.4.	She/he questions the effects of popular culture on our culture. It is noticed how elements that do not belong to our culture affect the life of society through media tools.	Self-Consciousness

The concept of self-consciousness was determined in the "individual and society" learning area when the attainments included were examined in the dimension of the learning areas in which they are associated." Culture and heritage "learning space and" People, Places and environments" learning space have not been found to attainment responsibility, so the value that can be matched with the concept of consciousness has not been included.

In Table 6, information about the lower dimensions associated with the liability value included in the seventh grade Social Studies curriculum is presented.

Table 6.

Lower Dimensions Associated with The Value of Responsibility in the Seventh Grade Social Studies Curriculum

Learning Areas	Code	Content of Attainment Target	Awareness of Responsibility
Individual and Society	SS.7.1.4.	She/he uses its rights and fulfils her/his responsibilities while using communication tools. The relationship between the confidentiality of private life, the freedom to explain thought and the right to receive accurate information and the freedom of mass communication is discussed.	Self-Consciousness
Culture and Heritage	-	-	-
People, Places and Environments	-	-	-
Science, Technology and Society	-	-	-
Production, Distribution	SS.7.5.3.	She/he gives examples of the work of institutions and non-governmental	Political Consciousness

and Consumption		organizations and their role in social life. She/he addresses the work of semi-official institutions and foundations and associations working in the public interest, such as Red Crescent and Green Crescent.	
Effective Citizenship	-	-	-
Global Connections	SS.7.7.4.	Together with his friends, he develops ideas for solving global problems. Global climate change, natural disasters, hunger, terrorism and migration will be discussed.	Political Consciousness

The concept of self-consciousness was determined in the "individual and society" learning area when the achievements included were examined in the dimension of the learning areas in which they are associated" culture and heritage, people, places and environments, science, technology and society and effective citizenship " since there were no attainments in responsibility in the learning areas, there was no value that could be matched with any lower dimension.

Taxonomic Level of Attainment Targets Related to The Value of Responsibility in the 2018 Social Studies Curriculum

Table 7 shows the value of taxonomic application and analysis of given information on a taxonomic level associated with the responsibility value of the Attainment targets in the Social Studies curriculum. A more cognitive step in grade level of the attainment is given. The affective domain has also been found to include Attainment targets about responding to and valuing responsibility.

Table 7 provides information on the taxonomic level of attainment targets associated with the value of responsibility in the fourth grade Social Studies curriculum

Table 7.

Taxonomic Level of Attainment Targets Associated with The Value of Responsibility in the Fourth Grade Social Studies Curriculum

Learning Areas	Code	Taxonomic Level
Individual and Society	SS.4.1.4.	Affective Domain (Responding)
Cultural and Heritage	SS.4.2.2.	Cognitive Dimension (Understanding)
People, Places and Environments	SS.4.3.3. SS.4.3.6.	Cognitive Dimension (Analyzing)

Science, Technology and Society	SS.4.4.5.	Cognitive Dimension (Applying)
Production, Distribution and Consumption	SS.4.5.1.	Cognitive Dimension (Analyzing)
	SS.4.5.3.	
	SS.4.5.4.	Cognitive Dimension (Applying)
	SS.4.5.5.	
Effective Citizenship	SS.4.6.1.	Cognitive Dimension (Understanding)
	SS.4.6.2.	Cognitive Dimension (Applying)
Global Connections	SS.4.7.4.	Affective Domain (Valuing)

Table 8 provides information on the taxonomic level of attainment targets associated with the value of responsibility in the fifth grade Social Studies curriculum.

Table 8.

Taxonomic Level of Attainment Targets Associated with The Value of Responsibility in the Fifth Grade Social Studies Curriculum

Learning Areas	Code	Taxonomic Level
Individual and Society	SS.5.1.1.	Affective Domain (Receiving)
	SS.5.1.3.	Cognitive Dimension (Applying)
	SS.5.1.4.	Cognitive Dimension (Understanding)
Cultural and Heritage	SS.5.2.1.	Cognitive Dimension (Understanding)
	SS.5.2.4.	Cognitive Dimension (Analyzing)
People, Places and Environments	SS.5.3.4.	Cognitive Dimension (Understanding)
	SS.5.3.5.	Cognitive Dimension (Understanding
Science, Technology and Society	SS.5.4.2.	Cognitive Dimension (Evaluating)
	SS.5.4.4.	Cognitive Dimension (Analyzing)
	SS.5.4.5.	Cognitive Dimension (Applying)

Production, Distribution and Consumption	SS.5.5.5.	Cognitive Dimension (Creating)
	SS.5.5.6.	Cognitive Dimension (Applying)
Effective Citizenship	SS.5.6.3.	Cognitive Dimension (Understanding)
	SS.5.6.4.	Affective Domain (Valuing)
Global Connections	SS.5.7.1.	Cognitive Dimension (Understanding)
	SS.5.7.4.	Cognitive Dimension (Understanding)

Looking at the taxonomic level of the attainment targets associated with the value of responsibility in the fifth grade Social Studies course curriculum in Table 8, it is seen that the attainment targets related to the cognitive steps of understanding and application are more included taxonomies. The affective domain has also been found to include Attainment targets aimed at receiving and valuing responsibility.

Table 9 provides information on the taxonomic level of attainment targets associated with the value of responsibility in the sixth grade Social Studies curriculum.

Table 9.

Taxonomic Level of Attainment Targets Associated with the Value of Responsibility in the Sixth Grade Social Studies Curriculum

Learning Areas	Code	Taxonomic Level
Individual and Society	SS.6.1.4.	Affective Domain (Responding)
	SS.6.1.5.	Affecting Domain (Valuing)
Cultural and Heritage	-	-
People, Places and Environments	-	-
Science, Technology and Society	SS.6.4.4.	Affecting Domain (Valuing)
Production, Distribution and Consumption	SS.6.5.2.	Cognitive Dimension (Analyzing)
	SS.6.5.4.	Affecting Domain (Valuing)
	SS.6.5.5.	Cognitive Dimension (Analyzing)
Effective Citizenship	SS.6.6.5.	Cognitive Dimension (Understanding)
	SS.6.6.6.	Cognitive Dimension (Understanding)
Global Connections	SS.6.7.1.	Cognitive Dimension (Analyzing)
	SS.6.7.3.	Cognitive Dimension (Analyzing)
	SS.6.7.4.	Affecting Domain (Receiving)

Looking at the taxonomic level of the attainment targets associated with the value of responsibility in the sixth grade Social Studies curriculum in Table 9, it is seen that the attainment targets in the cognitive dimensions of understanding and analysis are the more included taxonomies. The affective domain has also been found to include Attainment targets aimed at receiving and valuing responsibility.

Table 10 provides information on the taxonomic level of attainment targets associated with the value of responsibility in the seventh grade Social Studies curriculum.

Table 10.

Taxonomic Level of Attainment Targets Associated with The Value of Responsibility in the Seventh Grade Social Studies Curriculum

Learning Areas	Code	Taxonomic Level
Individual and Society	SS.7.1.4.	Cognitive Dimension (Applying)
Culture and Heritage	-	-
People, Places and Environments	-	-
Science, Technology and Society	-	-
Production, Distribution and Consumption	SS.7.5.3.	Cognitive Dimension (Understanding)
Effective Citizenship		-
Global Connections	SS.7.7.4.	Cognitive Dimension (Creating)

Looking at the taxonomic level of Attainment targets related to the value of responsibility in the seventh grade Social Studies curriculum in Table 10, it was found that Attainment targets include the cognitive dimensions of application, understanding and creation.

Results

When the 2018 Social Studies curriculum was examined, it was found that there were 131 attainment targets in the program content and 43 attainment targets compared to 33% were related to the concept of responsibility. It can be said that the attainment targets in responsibility are sufficient compared to the total attainment targets rate. However, looking at the balance between learning areas, it is not possible to say that the Attainment targets of responsibility are sufficient.

The responsibility attainment targets included in the curriculum are given in detail in the tables. When the distribution of attainment targets by types of responsibility was examined, it was

determined that 14 attainment targets covered social responsibility, 12 attainment targets covered individual responsibility, and 17 attainment targets covered both dimensions. In this context, it can be said that the number of attainment targets associated with individual responsibility and Social Responsibility shows a balanced distribution. The concepts of individual responsibility and social responsibility are inseparable from each other. It is argued that as individuals develop awareness of responsibility, their self-esteem will increase and therefore a positive increase in their sensitivity to their social environment will be observed (Cüceloğlu, 2003; Gömleksiz and Cüro, 2011). For this reason, the balanced distribution of the attainment targets associated with individual responsibility and social responsibility within the program supports this view.

When the distribution of responsibility attainment targets in the Social Studies curriculum according to class levels was examined, it was found that the most attainment targets were at the fifth-grade level (16 attainment targets) and the least attainment targets were at the seventh grade (3 attainment targets) level. It can be said that responsibility awareness, like all types of habits, should be reinforced in a way proportional to the level of development of individuals (Babadoğan, 2003; Bınarbaşı, 2006; Çırak, 2014; Dilmaç, 2007; Kısa, 2009; Sapsağlam, 2017; Such and Walker, 2004; Yavuzer, 1996). It was found that the number of attainment targets associated with the value of responsibility in the curriculum decreased from fifth grade to seventh grade. However, according to the literature responsibility awareness should increase as age increases, it is recommended that attainment targets in the Social Studies curriculum be associated with greater responsibility value at the upper-grade levels. This is because according to the current acquisition structure, it becomes difficult to prevent the reduction of responsibility awareness in later ages.

When the 2018 Social Studies curriculum is associated with the learning areas and the achievements of the concept of responsibility, the learning areas at the sixth and seventh grade level are highlighted. In the study of the Social Studies curriculum, it was found that the achievements related to responsibility are related to the concepts of ecological consciousness, political consciousness, national consciousness and self-consciousness. it was found that the greatest attainment is associated with the concept of self-consciousness and ecological consciousness by examining the distribution within these categories. The ecological consciousness that must be possessed for a livable future should be available to individuals early in their development, so as to increase the sensitivity and capacity of individuals to carry responsibilities in this direction (Afacan and Güler, 2011; Şimşekli, 2004; Yanık and Türker, 2012). This distribution identified in the Curriculum supports the stated opinion. However, at the same time, especially in sixth and seventh

grades another theme that can be understood as a shortcoming of the curriculum can be described overall as lacking in developing the concept of consciousness (ecological awareness, political awareness, national consciousness and self-consciousness).

It seems that the attainment targets associated with the value of responsibility included in the curriculum are rather theoretical and occur at the basic taxonomic level. It is believed that supporting the attainment targets associated with the value of responsibility with project-based work will help pass this theoretical structure to the implementation stage to educate responsible individuals. For this purpose, it is recommended that project-based activities will be the basis for raising awareness of responsibility in a practical way, rather than knowing.

By examining the taxonomic distributions of the attainment targets at the fourth-grade level according to the cognitive process, it was found that the most attainment targets were in the understanding stage, and the least attainment targets were in the analysis stage. There are no attainment targets in the evaluation stage. When the taxonomic distributions were examined according to knowledge of the Attainment target, it was determined that the most Attainment targets were related to conceptual knowledge.

When the taxonomic distributions of the attainment targets at the fifth-grade level according to the cognitive process were examined, it was found the most attainment targets were included in understanding, analysis and evaluation; and the least attainment targets were included in recall, application and creation. By examining the distribution of attainment targets according to the knowledge, it was found that no attainment targets were involved in the upper cognitive dimension. Most attainment targets were involved in the conceptual and factual dimension. and understanding the value of responsibility must be brought to the forefront.

When the taxonomic distributions of the attainment targets at the sixth-grade level according to the cognitive process were examined, it was found that the most attainment targets were in understanding and analysis. The least attainment targets were in recall and creation, and there was no attainment for evaluation.

When the taxonomic distributions of the attainment targets at the seventh-grade level according to the cognitive process are examined, the most attainment targets are in understanding and analysis. The least attainment targets are in recall and creation, and there are no attainment targets in application and evaluation. By examining the distribution of attainment targets according to the size of knowledge, it was found the most attainment targets were in conceptual information

and factual information; the least attainment targets were in metacognitive information and transactional information. Yılmaz and Gazel's (2017) study of seventh-grade Social Studies attainment targets from a taxonomic point of view also concluded that the attainment targets are mostly at the level of understanding. In this respect, the findings of both studies are parallel.

According to Anderson and Krathwohl (2001), in terms of class levels, the lower cognitive dimensions should come to the fore in the first grades and the higher cognitive dimensions towards the final grades. However, when examining the 2018 Social Studies curriculum, it can be said that the attainment targets were written without paying attention to class levels and the developmental characteristics of students from a taxonomic point of view, without taking into account any stage status.

It can be said that the achievements were written without paying attention to class levels and the developmental characteristics of students from a taxonomic point of view, without taking into account any stage status.

By examining the distribution of attainment targets according to the taxonomy matrix, it was seen that attainment targets in the cognitive process dimension were concentrated in certain areas and that others were neglected. In addition, it has been observed that the transactional and metacognitive information remains empty in the knowledge accumulation dimension. The non-proportional distribution of attainment targets on the taxonomic steps may mean that students are subjected to teaching that is not appropriate for the stages of mental development required for them to transform into the type of person the Social Studies course is intended for. According to the results obtained study, it can be stated that cognitively, evaluation and creation, and the transactional and metacognitive information dimensions are omitted in terms of the knowledge accumulation. In this case, the findings of the two studies overlap.

The results obtained in this study coincide with the results obtained from studies that previously examined the curriculum of different courses in the field (Bekdemir and Selim, 2008; Arı and Gökler, 2012; Öner and Meral, 2013; Kablan, Baran and Hazer, 2013; Gezer, Şahin and Öner, 2014; Eroğlu and Sarar Kuzu, 2014; Özdemir, Altıok and Baki, 2015; Zorluoğlu, Şahintürk and Bağrıyanık, 2017; Burak, 2017; Doğan and Burak, 2018).

However, the programs evaluated in this study and other studies were examined in order to form a formal framework within the teaching. On the other hand, the attainment targets in the programs are revived in the hands of teachers with the activities involved in the learning-teaching

process in the classroom environment. Therefore, the attainment targets in the programs can create a lower limit level in line with the teaching activities. In other words, the same attainment targets can take place in different areas (cognitive, affective, psychomotor) or in the cognitive field at the higher level of knowledge and cognitive process steps in the learning-teaching process. Therefore, it is recommended that Field Research be carried out and evaluated together in order to evaluate the findings of this study, which is examined more sensitively by the framework program.

In order to educate responsible individuals, it is recommended that the attainment targets related to the responsibility included in the program should be supported by project-based work. It is seen that models and activities aimed at attaining the value of responsibility in the fields of life knowledge, Social Studies and Psychology are designed when the field is examined in summer (Dilmaç, 2007; Gündüz, 2014; Tagay, Baydan and Acar, 2010; Tillman, 2014). It is also possible to find a place to implement these projects through conscious managers and teachers who always update themselves.

About Authors

First Author: Eyüp ARTVİNLİ is the Editor-In-Chief at the Review of International Geographical Education (RIGEO) journal and is also a faculty member at Faculty of Education in Eskişehir Osmangazi University. His main research areas are teacher education in geography education, education programs in high schools, textbooks, environmental education, active learning and GIS education.

Second Author: Leyla DÖNMEZ is a Ph.D. student in social studies education at the faculty of education in Anadolu University, Eskişehir, Turkey. Her main focuses are on social studies education and geographical education.

Conflict of Interest

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Ethical Standards

We have carried out the research within the framework of the Helsinki Declaration.

ORCID

Eyüp ARTVİNLİ https://orcid.org/0000-0002-0502-5720

Leyla DÖNMEZ https://orcid.org/0000-0002-5785-2058

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