

## A STUDY OF THE GERMAN SOCIAL STUDIES CURRICULUM: THE CASE OF BADEN-WÜRTTEMBERG<sup>1</sup>

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Geliş Tarihi/Received: 02.09.2023

Elektronik Yayın / Online Published: 20.10.2023

DOI: 10.48166/ejaes.1354340

### ABSTRACT

In Turkey, the social studies course is organised to include learning objectives related to history, geography, civic education, and rules of social life. In the German state of Baden-Württemberg, on the other hand, the course is designed to include learning objectives for social life and civic education that are independent of the learning objectives for history and geography. Separate courses for history and geography are also planned. In this study, which aims to examine the social studies curriculum of the German state of Baden-Württemberg, the document analysis method and the descriptive analysis method were used to analyze the data. In line with the findings obtained, it was found that skills training was intensively included in the curriculum. Results showed that the subjects and outcomes are compatible with each other and that they are mostly related to citizenship education. It is understood that the curriculum aims to raise European citizens with political awareness as well as good German citizens. The curriculum focuses mainly on topics such as social life, rights, responsibilities, media and its impact on society, participation, politics, peace, human rights, decision-making processes in Germany and the European Union, migration, and life in Europe. At the end of the study, suggestions were made to renew the program, which has not been updated since 2016, in the context of changing global conditions and views of citizenship, to include a measurement and evaluation section in the program formally, and to make the program more functional.

**Keywords:** Germany; social studies; state of Baden-Württemberg; curriculum

<sup>1</sup> This research was presented as an oral presentation at the conference named "ASES IV. International Educational Sciences Conference" between April 28-30, 2023.

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# ALMANYA SOSYAL BİLGİLER ÖĞRETİM PROGRAMININ İNCELENMESİ: BADEN-WÜRRTEMBERG EYALETİ ÖRNEĞİ

## ÖZET

Sosyal Bilgiler dersi Türkiye’de tarih, coğrafya ve vatandaşlık eğitimi ile toplumsal yaşam kurallarına ilişkin öğrenme hedefleri barındıran bir ders olarak düzenlenmiştir. Almanya Baden Württemberg eyaletinde ise bu ders tarih ve coğrafya öğrenme hedeflerinden bağımsız olarak sadece bireyin toplumsal yaşam ve vatandaşlık eğitimine yönelik öğrenme hedefi içerikleri ile oluşturulmuştur. Tarih ve coğrafya konularına ilişkin ise ayrıca müstakil dersler planlanmıştır. Almanya Baden-Württemberg eyaleti Sosyal Bilgiler Öğretim Programını incelemeyi amaçlayan bu çalışmada doküman analizi yöntemi kullanılmış, verilerin analizinde betimsel analiz yöntemi kullanılmıştır. Elde edilen bulgular doğrultusunda öğretim programında beceri eğitimine yoğun olarak yer verildiği belirlenmiştir. Konu ve kazanımların birbiriyle uyumlu olduğu sonucuna ulaşılmış, büyük oranda vatandaşlık eğitimiyle ilgili oldukları tespit edilmiştir. Programda iyi bir Alman vatandaşının yetiştirilmesinin yanında politik bilince sahip Avrupa vatandaşlarının da yetiştirilmesinin amaçlandığı anlaşılmıştır. Öğretim programında daha çok toplumsal yaşam, hak, sorumluluk, medya ve medyanın toplum üzerindeki etkisi, katılım, politika, barış, insan hakları, Almanya’da ve Avrupa Birliği’nde karar alma süreçleri, göç ve Avrupa’da yaşam gibi konular üzerinde durulduğu görülmüştür. Çalışma sonunda; 2016 yılından itibaren güncellenmeyen programın değişen küresel şartlar ve vatandaşlık olgusuna bakış bağlamında yenilenmesi, biçimsel olarak programda ölçme-değerlendirme kısmına yer verilmesi ve programın daha işlevsel hale getirilmesine yönelik öneriler sunulmuştur.

**Anahtar Kelimeler:** Almanya; sosyal bilgiler; Baden-Württemberg eyaleti; öğretim programı

## 1. INTRODUCTION

The global changes and transformations that have accelerated in recent years affect the political, social, and economic structures and education systems of all countries. Societies that cannot keep up with this situation will find it challenging to find a place for themselves in the global arena (Çöl, 2022). Therefore, societies should keep up with the developments taking place in the world and be prepared for the problems they face. This is because the changes experienced by humanity and nature have both positive and negative results. The development of information, transportation, and communication technologies has made it much easier and faster to cross borders. Almost all of humanity can quickly become aware of the knowledge acquired or inventions made by any society. These conveniences provided by information, communication, and transportation technologies have increased the living standards of human beings (Kitapçı, 2017). With the development of production technologies, convenience has become more crucial to human life than ever before in history. However, the development of science and technology has also brought many consequences that negatively affect human beings and nature. For example, the development of transportation technology allows people to move quickly and easily. This can have many benefits. However, the increase in human mobility has caused epidemics to spread faster and subcultures to disappear. The speed and intensity of wars and terrorist attacks have increased. Advances in production technologies have raised the standard of living,

but have also led people to consume more and interfere more with nature. This has led to many global problems. Obesity, climate change, environmental degradation, and colonialism are just a few. Although rapid development in recent years has brought important benefits to people, it has also brought many problems (Kurtoğlu, 2017). Therefore, countries must both contribute to world developments by keeping up with them and be prepared for many problems caused by these developments. It can be said that the most important way to achieve this is through education (Kara, 2022).

The survival of societies depends on their ability to transfer their knowledge to future generations. In this context, education is of vital importance to all societies, and for this reason, it has managed to remain at the top of countries' agendas. However, to meet rapidly changing, increasingly complex, and often unpredictable challenges, people need to rethink and redesign how they think and how they organize knowledge (Mayor, 1999). Perhaps a century ago, educators could expect that the knowledge they taught students would last the rest of their lives, but today, due to rapid changes and developments, education systems, schools, teachers, and curricula must prepare students for jobs yet to be done, problems yet unknown, and technologies yet to be invented (Schleicher, 2016). Today, educating future generations is about equipping them with the skills needed to thrive in the new century and contribute to solving many societal and global challenges (Lawlor, 2017; Tharumaraj et al., 2018). However, with the transition to the information age, the economy is increasingly based on knowledge and education (Hanushek, 2007). Around the world, countries are working hard to make the most effective use of their resources. In particular, in order to make efficient and effective use of human resources, research is continuously being conducted in the field of education, existing educational policies are being updated according to the requirements of the time, and educators, decision-makers, and all other common stakeholders are trying to create new standards for education in order to raise individuals with qualifications that meet the needs (Şengüleç, 2021).

The importance attached to education is related to society's concern for its own future, the future of children, and the future of humanity as a whole. At the same time, educational efforts are aimed at helping students achieve their personal goals and raising them as autonomous citizens with the self-confidence to create their own future. Every young person has the right to education and training for the future, regardless of gender, race, language or disability. Every young person has the equal right to attend mainstream schools according to his or her abilities and aptitudes. Article 1, paragraph 20 of the Berlin Basic Law provides for this (Böhm, 2004). The ultimate goal of countries is to raise good generations that will ensure the continuity of society. Accordingly, the quality of educational institutions is being improved and changes are being made in curricula. These changes take into account social, regional, and global changes. Therefore, it is necessary to follow the changes and developments nationally and globally. Because social development depends on educating individuals who can look at life from a framework of tolerance and logic, and who are entrepreneurial, critical, questioning, sensitive, problem-solving, and empathetic. In order to realize social goals, ideal citizens should be

educated. Although the meaning attributed to the concept of the ideal citizen varies from society to society, there are some universal values and characteristics that every person should possess. In today's world, where globalization is increasing day by day with the development of science and technology, it is important for countries to follow each other in the field of education and eliminate each other's deficiencies (Mundy & Manion, 2008). Otherwise, societies that cannot keep up with the times will not be able to educate their future generations in the direction they want. In order to raise good citizens, states must have a modern and effective education system and curricula. In particular, the curricula of courses such as social studies, which play a fundamental role in citizenship education, should be qualified (Körükçü, 2015).

The social studies course, taught in the fourth grade of primary school and middle school in Turkey, aims to provide students with the values, skills, attitudes, and knowledge of social life. The social studies curriculum aims to raise responsible, rational individuals who can think logically, rational individuals, and good citizens by taking into account students' developmental periods, physical characteristics, ages, and mental states (Yazıcı & Koca, 2008). However, in order for the social studies course to achieve its goals, the curriculum should be up-to-date and qualified. Because teachers generally act in line with the curriculum, and social studies courses are organized according to the curriculum. Therefore, social studies teaching and curriculum should always be updated and improved. For this purpose, it is especially important to examine the current situation in social studies teaching in countries that are considered developed (Kara, 2022).

Germany is one of the most developed countries in the European Union, with which Turkey has had intense communication and interaction throughout history (Demant, 2017). Moreover, there are more than 3 million Turkish citizens living in Germany today (Ministry of Foreign Affairs of the Republic of Turkey, 2023). There are 16 states in Germany. Each of these states has different curricula. These curricula are determined by the state ministries of education. The curriculum discussed here is the "Gemeinsamer Bildungsplan der Sekundarstufe I", which came into force in Baden-Württemberg on 1 August 2016. It is important that the programme is a new and up-to-date programme. When the Social Studies curriculum is examined, it is seen that the curriculum is given under five main headings. The first title of the programme is "Basic Perspectives in Acquiring Skills". The second title of the programme is "Process-oriented competencies". Under this title, it is aimed to gain four basic skills. The third title is "Content Related Competences". In other words, the gains according to the subjects targeted by the programme are expressed under this title. The fourth title of the programme is "Operatoren". In other words, the operation verbs that the child can do are divided into three and these are expressed under this heading. The last heading of the programme is "Ahnung", i.e. the section on affixes. Here, it is seen that there are expressions related to the suffixes, abbreviations, the language of the programme and writing in the programme. Analyzing the social studies curricula implemented by these countries and evaluating their strengths and weaknesses will benefit curriculum developers,

teachers, and researchers conducting studies on the related literature. In particular, it is useful to examine the social studies curricula taught in countries where there are intense relations in economic, cultural, and political fields.

When the relevant literature is examined, it is found that there are almost no studies on the teaching of social studies in Germany (Pamuk & Pamuk, 2016; Bilici & Bedirhanoğlu, 2020; Pamuk, 2021). It is noted that there is only one study conducted by Kaya (2021) on the social studies curriculum in Germany. In this context, it is believed that the investigation of the Social Studies Curriculum taught in Germany will contribute to the literature.

The purpose of this study is to examine the German social studies curriculum using the state of Baden-Württemberg as an example. Baden-Württemberg is the third largest state in Germany in terms of population and area. It is also one of the most cosmopolitan states in Germany. In addition, a large number of Turkish citizens live in this state. This state is considered to reflect and represent the whole of Germany in terms of demographic characteristics (Diefenbach, 2010).

Within the scope of the study, answers to the following questions were sought:

1. What is the general structure of the social studies curriculum?
2. How are skills addressed in the social studies curriculum?
3. How is content organized in the social studies curriculum?

## **2. METHOD**

In this section of the study, information about the research model, research design, data sources and data analysis are given.

### **2.1. Research Design**

This study on the examination of a curriculum was conducted in line with qualitative research principles. Qualitative research generally aims to obtain an in-depth understanding and to reveal the problem in a realistic and holistic way about the situation that is the subject of the study. With such studies, perceptions and events can be examined with an in-depth understanding in realistic, natural environments. In such studies, qualitative data are usually collected through open-ended questions, observations and analyses of written and visual materials. In this study, the Social Studies Curriculum, which has been implemented in Baden-Württemberg State of Germany since 2016, was examined.

### **2.2. Research data sources**

The social studies curriculum taught in the state of Baden-Württemberg, Germany, was used for data collection. In this sense, the social studies curriculum that was implemented in the 2016-2017 school year and is currently in use was used. Document analysis allows the researcher to work

systematically with documents. This method of analysis facilitates the classification of data sources of the phenomena and events studied and the creation of new data sets (Baxter & Jack, 2008). Schools in Germany are not centralized. Germany consists of 16 federal states, and the authority for education lies with the ministries of education of these states. Therefore, differences between states may exist in terms of curricula, schedules, diplomas, courses, or school transitions. Although curricula vary from state to state, they are generally similar in structure and content. The social studies curriculum examined for this study was obtained from the official website of the Baden-Württemberg Ministry of Education.

### **2.3. Research Data Collection**

In this study, document analysis, one of the qualitative research methods, was preferred. Document analysis is a qualitative research method that involves the analysis of written materials that contain information about the subject to be researched and studied. This research method can be used alone or as a supporting method (Yıldırım & Şimşek, 2018). The method in question makes it possible to access sources suitable for the purpose of the research being conducted and to identify useful information through the data accessed. Document analysis involves finding sources in line with the purpose of the research, reading the sources, taking notes, and finally evaluating them (Karasar, 2005). In other words, document analysis is a set of processes that take place in stages in the process of examining and evaluating printed and electronic materials within the scope of the research topic (Bowen, 2009). In addition, the collection, systematic examination, and evaluation of official or private records related to the topic is a set of processes that take place within the scope of document analysis (Ekiz, 2015). Document analysis provides researchers with the opportunity to collect and examine various written texts, which are referred to as primary data sources, and to analyze them through questioning (O'Leary, 2017). The collection and examination of various documents, writings, or productions produced by individuals or institutions related to the research topic are considered document analysis (Seyidoğlu, 2016). Document analysis includes not only written documents but also a variety of sources such as maps, graphic bases, diagrams, photographs, and graphics (Merriam, 2009). Curricula, course contents, documents related to the effectiveness of education, and educational practices in the field of education can be studied using the document analysis method (Sak et al., 2021). Forster (1994) stated that document analysis can be done in a total of five stages and listed these stages as accessing documents, checking the authenticity of documents, understanding, analyzing, and using the data obtained. The best way to understand the meaning that a country attaches to a course and its objectives for that course is to examine the curriculum of that course. For this reason, document analysis can provide important advantages in this type of research. In this context, the document analysis method was preferred in this research, which aims to examine the social studies curriculum taught in Germany.

## **2.4. Data Analysis**

The data obtained in this study were analyzed using the descriptive analysis technique. In descriptive analysis, data are interpreted according to predetermined themes. The aim of this technique is to present the findings obtained at the end of the research in an organized and interpreted form (Yıldırım & Şimşek, 2018). In this type of analysis, the information obtained is systematically and accurately presented and analyzed, the results of the analysis are interpreted, and the results are clearly expressed. In descriptive analysis, direct quotations are often used in order to present the obtained data in a clear, impressive, and unambiguous way. This also contributes to the reliability and validity of the research. In this study, which aims to examine the German social studies curriculum in the context of the state of Baden-Württemberg, direct quotations are often used to reveal the social studies curriculum in every aspect. This is because the main objective of descriptive analysis is to summarize and interpret the results obtained. Descriptive analysis consists of four stages: creating a framework, processing the data according to the thematic framework, defining the results, and interpreting the results (Yıldırım & Şimşek, 2018).

## **2.5. Validity and Reliability**

For research to be accepted as scientific, it must have a certain level of reliability and validity. Various methods can be used to measure the reliability and validity of quantitative research. However, it is not possible to make a definitive determination of reliability and validity in qualitative studies (Shenton, 2004). This is because qualitative research focuses on the meaning of a phenomenon and the dynamics of its existence. Quantitative research, on the other hand, aims to determine how much or to what extent a phenomenon exists. Qualitative research emphasizes the quality of the subject under study. Validity in qualitative research is the degree to which the researcher examines the subject as objectively as possible (Sandelowski, 1986). In this study, the subject under investigation was treated in an unbiased manner. One of the most important evidence of this is the frequent use of direct quotes in this study. The frequent use of direct quotations in the results section allows the reader to see directly what exists. The opinions of language experts and field experts were sought at every stage of the study. Since one of the researchers is fluent in German, the curriculum was translated into Turkish. Then, the opinions of two language experts who were fluent in both German and Turkish were sought. After the feedback, necessary arrangements were made, and the translation was completed. During the data analysis, the opinions of two field experts who are fluent in both German and Turkish were sought. During the data analysis, the researchers organized online meetings at certain intervals to obtain the opinions of these experts. The fact that one of the researchers and one of the field experts worked as an educator in Germany provided a more effective understanding of the nature of the social studies course taught in Germany, the structure of the curriculum, the elements of the curriculum, and the content of the curriculum. Sandelowski (1986) stated that obtaining and confirming expert opinions about the data

contributed positively to the validity of the research. The studies in the literature were reviewed, and the results obtained were supported by comparing them with the results of different studies. To increase the internal reliability of the research, the data obtained were presented directly in the research report descriptively and systematically. Before data collection, a comprehensive literature review was conducted, and a detailed conceptual framework was developed.

## **2.6. Research Ethics**

As this research is based on document analysis, it falls within the scope of studies that do not require an ethics committee decision. In addition, the "Directive on the Ethics of Scientific Research and Publication in Higher Education Institutions" was followed during the current research.

## **3. FINDINGS**

This section of the study presents the results obtained in relation to the sub-problems identified in accordance with the research purpose.

### **3.1. General Structure Features of the Social Studies Curriculum**

In this study, the "Gemeinsamer Bildungsplan der Sekunderstufe I" Gemeinschaftskunde course implemented in schools in the state of Baden-Württemberg was examined. This program, which is taught as part of the social studies course at the first level of secondary education, covers students between the seventh and tenth grades. In the state of Baden-Württemberg, the social studies course is taught for two hours each in the 7th and 8th grades and one hour each in the 9th and 10th grades. This program entered into force on August 1, 2016, and is still in progress. Under the first title of the social studies curriculum, guiding principles are given in order to provide students with skills. Under the second title, skills are included. Under the third title, the content of the curriculum is presented.

Looking at the first title of the program, it is seen that the educational value of social studies is included under this title, and the concept of maturity and value is explained. The contribution of the Social Studies course to the guiding perspectives is expressed. In addition, suggestions for the teaching process are made under this heading. Skills are included under the second heading. The skills section identifies four skills and the behaviors expected of students related to these skills. These skills are listed as analytical skills, judgment (decision-making) skills, taking action skills, and methodological skills. Under the third heading of the curriculum, the content of the curriculum is given. For the 7th, 8th, and 9th grades, there are learning areas called society, law, political system, and international relations, and for the 10th grade society and political system. In addition, the learning outcomes within these learning areas are listed. At the end of the curriculum, it is explained that the curriculum is an interdisciplinary program, and finally, references are listed, and abbreviations are explained in the appendices.



It was noted that there was no section in the social studies curriculum on educational situations and measurement and evaluation. Other parts of the curriculum were found to need explanations of educational situations and measurement and evaluation.

When the social studies curriculum implemented in Turkey and last updated in 2023 was examined in terms of its general structure, it was found that the curriculum first included a section titled "Specific Objectives of the Social Studies Curriculum," and in this section, the specific objectives of the curriculum were mentioned. In the second stage, a section titled "Basic Skills in the Social Studies Curriculum" was included, and 27 skills were listed in this section. The curriculum also includes a section titled "Values Education in the Social Studies Curriculum" in which 18 values are listed. In the section titled "Issues to Consider in Implementing the Social Studies Curriculum," suggestions were made for teachers on how to implement the curriculum. The section titled "The Structure of the Social Studies Curriculum" explains how the curriculum is structured, and provides information about the learning areas, the number of learning outcomes, and the duration of the courses. In the remainder of the curriculum, content is provided, and learning areas and outcomes are presented by grade level. In addition, short explanations are given for each outcome. In the social studies curriculum implemented in Germany, under the first heading of the social studies curriculum, guiding principles are given to provide students with skills. Under the second heading, the skills are listed. The content of the curriculum is presented under the third heading. Unlike in Turkey, the social studies curriculum in Germany does not include a separate section on values.

### **3.2. Skills in the Social Studies Curriculum**

In the social studies Curriculum, skills are divided into four basic areas. These are *analytical, judgment, taking action* and *methodological skills*.

#### ***Analytical Skills***

The curriculum states that with the ability to analyze, students will be able to examine political, economic, and social realities, conflicts, and problems in a systematic and purposeful way, using the knowledge they have acquired in the social studies course, and to question existing decisions and judgments based on this knowledge. The behaviors expected of students in the context of the ability to analyze are presented in Table 1.

**Table 1. Behaviors Expected from Students within the Scope of Analytical Skills**

<b>Students with Analytical Skills</b>
1. Can express political, economic and social conflicts and problems in a structured way using technical language.
2. Will be able to analyze political, economic, social realities, conflicts and problems by using the information learned in the course.
3. Can analyze political, economic, and social conflicts and problems using the political cycle (problem, decision, debate, evaluation of decision, and reactions).
4. Can objectively formulate questions, formulate hypotheses and examine them for factual accuracy for any problem.
5. Can take into account different fields (society, economy, politics) when analyzing factual, conflictual and problematic situations.
6. Can consider different perspectives (individual, public, systemic) when analyzing political, economic, and social conflicts and problems.

Looking at Table 1, the curriculum states that students with analytical skills will be able to express political, economic, and social conflicts and problems in a structured way using technical language. In addition, the curriculum states that students with analytical skills will be able to examine political, economic, and social conflicts and problems using the information they have learned in the course. In addition, students with analytical skills are expected to be able to examine political, economic, and social conflicts and problems using the political cycle. The curriculum emphasizes that with this skill, students will be able to objectively formulate questions about any problem, formulate hypotheses, and test them for factual accuracy. In addition, it is stated that they will be able to take into account different fields, such as society, economy, and politics, and to consider different perspectives when examining factual, conflictual, and problematic situations. The curriculum states that students with analytical skills can make judgments and decisions about values.

### ***Judgment (Decision-Making) Skills***

The social studies curriculum states that students can independently develop critical and rational judgments through judgment (decision-making) skills. This skill emphasizes that students can formulate proposals to address political, economic, and social challenges. The behaviors expected of students within the framework of the judgment (Decision-Making) skill are presented in Table 2.

**Table 2. Behaviors Expected from Students within the Scope of Judgment (Decision-Making) Skills**

<b>Students with Judgment (Decision-making) Skills</b>
1. Can consider arguments for and against, take into account different points of view, and independently draw a well-founded conclusion about a particular problem.
2. Can independently formulate, comprehend, and explain judgments based on criteria (efficiency, effectiveness, legality, legitimacy, fairness, sustainability, transparency, representation, participation), taking into account different perspectives.
3. Can revise their own judgments after critically examining and learning new facts.
4. Can formulate well-founded proposals to tackle political, economic and social problems.

Looking at Table 2, we can see that the curriculum states that students with judgment (decision-making) skills will be able to make reasoned conclusions about a given problem. In addition, students with these skills are expected to be able to formulate, understand, and explain judgments about human life. In addition, students with judgment (decision-making) skills are expected to be able to revise their own judgments after critically examining and learning new facts. Finally, the curriculum states that students with these skills will be able to formulate sound recommendations for addressing political, economic, and social problems.

### ***Taking Action Skills***

This skill is intended to enable students to organize their judgments, decisions, and interests and to represent them to others. As a result, they are expected to be able to negotiate, compromise, and make democratic decisions. The behaviors expected of students in the context of taking action are presented in Table 3.

**Table 3.** Behaviors Expected from Students within the Scope of Taking Action Skills

<b>Students with Taking Action Skills</b>
1. Can represent their own interests, judgments, and decisions - even in minority situations - in an objective and convincing way.
2. Can objectively and critically question the reasons of those who think differently.
3. Can deal with conflicts in political debates, but also make compromises.
4. Can follow rules for the rational and non-violent resolution of political conflicts.
5. Can participate in democratic processes at school and in daily life.
6. Can develop texts and other tools that serve and encourage participation in political, economic and social processes.

Looking at Table 3, we can see that the social studies curriculum states that with the ability to act, students can represent their own interests, judgments, and decisions in an objective and convincing way. It also emphasizes that students should be able to do this when they are in the minority. Students with this skill are expected to be able to objectively and critically question the motives of those who think differently, manage conflict in political debates, and make compromises. The curriculum explains that students with taking action skills should follow the rules to resolve political conflicts in a rational and tolerant manner. They are also expected to be able to participate in democratic processes at school and in everyday life and to be willing to participate and encourage participation in political, economic, and social processes.

### ***Methodological Skills***

The social studies curriculum states that with this skill, students will be able to acquire independent knowledge about current, political, economic, and social issues. They will be able to engage critically with media and text types, work increasingly on technical issues using different

methods, and analyze their own learning. The behaviors expected from students within the scope of methodological skills are presented in Table 4.

**Table 4.** Behaviors Expected from Students within the Scope of Methodological Skills

<b>Students with Methodological Skills</b>
1. Can use research techniques independently, including gathering and processing information in places of learning outside of school (e.g., parliament, city hall, court).
2. Can critically question the information obtained and evaluate its reliability.
3. Can evaluate linear (comments, speeches, reports) and non-linear texts (cartoons, diagrams, structural models).
4. Can gather information from legal texts.
5. Can draw various diagrams (structural model, mind map, concept map) to visualize and structure political, economic, and social problems.
6. Can write product, role or interlocutor-oriented texts.
7. Can portray a political action using techniques such as drama and role-playing.
8. Can, like a social scientist, conduct research appropriate to their level.

As seen in Table 4, the curriculum states that students who acquire methodological skills will be able to use research techniques independently, as well as collect and process information in places of learning outside of school. In addition to this, it is explained that they will be able to critically question the information obtained and evaluate its reliability. On the other hand, it is explained that they can evaluate linear (comments, speeches, reports) and non-linear texts (cartoons, diagrams, structural models). In the curriculum, students who have acquired this skill are expected to be able to gather information from legal texts and draw various diagrams to visualize and structure political, economic, and social problem situations. They are also expected to be able to write product-, role- or interlocutor-oriented texts, dramatize a political action with techniques such as drama or role-playing, and conduct research appropriate to their level as a social scientist.

Students are expected to use these skills to broaden their perspectives. The goal of the learning process in the curriculum is to broaden the reference environment for one's own judgments, to broaden one's perspective, and to make one's analysis and judgments more professional and complex. They are expected to broaden their perspectives beyond their own worldview. To this end, the need to develop individual, societal, and systemic perspectives at every stage of the curriculum is frequently stated in relation to skills and content. The individual perspective requires students to consider their own interests and the interests of society when analyzing real conflict situations and problems. The societal perspective emphasizes that the interests and values of different actors should be considered when solving problems and conflicts. The systemic perspective, on the other hand, requires students to analyze and evaluate conflict and problem situations with a focus on social science theories and models. From this perspective, students draw general conclusions, ask questions about the effects on the whole system, and examine political problems rationally.

In the Social Studies Curriculum in Turkey, in line with the Turkish Qualifications Framework (TQF), the 27 skills to be learned in the course are listed as follows: Research, environmental literacy, perception of change and continuity, digital literacy, critical thinking, empathy, financial literacy, entrepreneurship, observation, map literacy, legal literacy, communication, cooperation, and recognizing stereotypes and prejudice, using evidence, decision making, location analysis, media literacy, perceiving space, self-control, political literacy, problem-solving, social participation, drawing and interpreting tables, graphs, and diagrams, using Turkish correctly, beautifully and effectively, innovative thinking, perceiving time and chronology.

### **3.3. Content of the Social Studies Curriculum**

The social studies curriculum states that the transmission of knowledge is not an end in itself, but rather the development and improvement of skills. Accordingly, one of the objectives of the social studies course is to improve students' knowledge both quantitatively and qualitatively and enable them to create a structured technical language. It is emphasized that the formation of these skills will facilitate the acquisition of conceptual knowledge. The acquisition of conceptual knowledge is directly related to the acquirement of skills. The content of the curriculum is designed by considering the relevant society, law, political system and international relations. The content is generally structured according to the principle of "from near to far".

The objectives in the social studies curriculum are organized in three levels: basic, intermediate and advanced. The fact that the objectives are divided into three levels for the learning areas and subjects is an indication of the depth and detail of the treatment of phenomena, conflicts and problem situations. In principle, the scope and complexity of the content may differ according to these three levels. Advanced students have to deal with more comprehensive and complex problems and issues. The increase in complexity enables students to grapple with theories and models, draw general conclusions from individual cases, adopt a systematic perspective and understand the complex interactions between different fields. It is stated that the knowledge and skills to be acquired in the curriculum are related to six basic concepts. These concepts and explanations of these concepts in the curriculum are as follows:

*Power and Decision:* Politics implies power and its consolidation within structures of domination. Domination means the ability to make a binding decision. Power is the ability to influence the decision.

*Order and Structure:* Societies create orders, structures, and systems (e.g., political orders, legal orders, economic orders, social structures) that are both the result and the condition of politics. These orders, structures, and systems vary from society to society.

*Rules and Law:* Rules provide the framework for human, economic, and political action. Through the legalization of rules, policymakers seek to control social, political, and economic processes. In addition to the rules contained in the legal system and enforced by institutions, there are also rules that govern human life on a customary basis.

*Interests and the Common Good:* Politics refers to values about what constitutes "good" politics. This includes values such as seeking justice and the normative nature of politics. The common good refers to the idea of what is best for a society. The common good may conflict with individual interests, and therefore both goals cannot be achieved at the same time. However, the question remains unanswered as to whether there is such a thing as the common good or whether the common good can only be recognized in retrospect as the result of a political process.

*Privacy and the Public Sphere:* Politics refers to the public sphere of human life. The private sphere is separate from it. The protection of privacy and the private sphere from the reach of state power is one of the most important tasks and achievements of democracy. However, the question of where an individual's privacy begins and ends is the subject of protracted political debate.

*Scarcity and Distribution:* In all societies, unlimited human wants and needs are met with limited resources. This tension is the starting point for economic activity. Each society must decide for itself how to solve the problem of scarcity and distribution. To do otherwise can open the door to colonialism.

The social studies curriculum states that a number of factors are considered when organizing content in the curriculum and that teachers should pay attention to these factors. These factors and their explanations are as follows:

*Student and Content Alignment:* The learning content is based on students' levels, experiences and interests. In addition, the process of organizing the content aims to make students, as subjects of the learning process, more professional and political in their choices. Students' prior knowledge was taken into account in the content and planning. The level of readiness of the students was considered crucial. Identifying prior learning and readiness is the basis and starting point for designing appropriate learning opportunities in the classroom.

*Problem and Content Match:* Politics is concerned with solving problems that affect the general public and create pressure to act. Through the content in the curriculum, students engage with political problems, analyze them, and examine political decisions and options for solving political problems.

*Discussion:* Issues discussed in politics and society should be presented in class through discussion. Political problems should be analyzed from different perspectives in class. It is the students'

responsibility to evaluate problems and perspectives. The content of the social studies curriculum is organized in this way.

*Case Study:* The case study is particularly important for the social studies course. In modern societies, students are confronted with a complex political reality. Not only the large number of political problems, but also their dynamics and complexity require a careful selection of examples. The cases selected and included in the content are exemplary for politics. In the case studies, students are expected to engage intensively with individual problem situations and conflicts to develop their skills and ensure that their further learning is effective and that they are able to apply the knowledge they have learned in real life and adapt it to other situations.

*Timeliness:* Current national and global problems and solutions have been considered in the selection of content. The Social Studies course encourages and equips students to address these issues.

*Being action-oriented:* Students actively engage with social issues in planned, simulated, productive, and creative ways, both in the classroom and everyday life. Opportunities for content-related, student-activated, action and problem-based learning are essential in social studies courses.

The social studies curriculum is taught in grades 7, 8, 9, and 10. The content of the curriculum is common to the 7th, 8th, and 9th grades. The content for 10th grade has been created separately. The content section of the curriculum consists of learning areas, topics and outcomes. The learning outcomes are organized into three levels: basic, intermediate and advanced. To give an example for a better understanding: In grades 7, 8 and 9, the first learning area "Society" has a total of six outcomes, two at the basic level, two at the intermediate level and two at the advanced level, which belong to the first theme "Living together in social groups". Certainly the objectives for the level are prepared by considering the principles of simple to complex and easy to difficult. The general structure of the content of the social studies curriculum can be seen in the example in Table 5.

**Table 5.** General Structure of the Content of the Social Studies Curriculum

<b>Grade Level:</b> 7th, 8th, and 9th		
<b>Learning Area:</b> Society		
<b>Theme:</b> Living Together in Social Groups		
<b>Outcomes</b>		
<b>Basic Level</b>	<b>Intermediate Level</b>	<b>Advanced Level</b>
1. Describe expectations for adolescents in the family, peer group, and school and compare them with their own ideas using pre-structured materials.	1. Describe and compare their own ideas about the roles and responsibilities of adolescents in families, peer groups and schools.	1. Explains the role conflicts that students who have different roles in family, friends and school may experience.
2. Analyze a predetermined conflict in a social group under guidance, develop a solution approach and discuss predefined solutions under guidance.	2. Analyze a specific conflict within a social group, develop a solution approach and discuss solutions under guidance.	2. Analyze a specific conflict within a social group, develop a solution approach, discuss solutions under guidance, and rationally communicate the positive aspects of their proposed solution to others.

The curriculum includes 4 learning areas for grades 7, 8, and 9. There are a total of 11 topics within these learning areas. At the 10th grade level, there are 2 learning areas. Again, depending on these learning areas, there are 3 themes. The learning areas and themes in the content of the social studies curriculum are shown in Table 6.

**Table 6.** Learning Areas and Themes in the Social Studies Curriculum

<b>GRADE LEVEL</b>	<b>LEARNING AREA</b>	<b>THEME</b>
<b>7th, 8th and 9th Grades</b>	<b>Society</b>	Living Together in Social Groups
		Life in the Media
		Family and Society
		Immigration to Germany
	<b>Law</b>	Children's Rights
		Legal Status of the Child
		Fundamental Rights
	<b>Political System</b>	School Engagement
		Politics in Society
		Political Decision Making in Germany
<b>International Relations</b>	Peace and Human Rights	
	<b>10th Grade</b>	Duties and Problems of the Welfare State
Political Decision Making in Germany		
Living in the EU		

Looking at Table 6, we can see that the first learning area for grades 7, 8 and 9 in the social studies curriculum is the learning area called "*Society*". It is noted that this learning area includes a total of four themes. The first of these themes is called "Living together in social groups". The curriculum states that through this theme, students will be able to understand the role expectations adolescents are exposed to, the role conflicts that arise as a result (private and public), and how conflicts in family and social groups can be resolved (rules and law). It can be seen that there are a total of six outcomes related



to this theme: two basic, two intermediate and two advanced. With these results, which are prepared according to the principles of simple to complex, and easy to difficult, the aim is that the students understand the expectations of the family, environment and society from them, compare them with their own ideas and understand how to solve role conflicts that arise as a result of role expectations. It is stated in the curriculum that through this subject students will learn how to propose solutions to any social problem or conflict. For the second theme of the first learning area, "Life in the Media", there are five basic, five intermediate and five advanced outcomes. It is emphasized that with these outcomes students will understand how to handle personal data responsibly, how media representations affect young people (privacy and public sphere) and what the legal provisions are for the protection of personal data (rules and law). The third theme of the first learning area is "Family and Society". With this theme, which includes 19 objectives (six basic, six intermediate and seven advanced), students will be able to find answers to questions such as which forms of coexistence (privacy and public sphere) are particularly promoted by the state, which possibilities exist for overcoming inequalities between the sexes (interests and the common good), which legal provisions pursue this goal (rules and law), how life plans and growing populations shape society (order and structure). The fourth theme of the learning area is "Immigration to Germany". With a total of 13 objectives (four basic, four intermediate and five advanced), it is emphasized that students should understand how German society is formed (order and structure), the importance of immigration for Germany and how immigration policy should be shaped (interests and the common good).

An analysis of Table 6 shows that the second learning area taught in grades 7, 8 and 9 is "Law". Within the first theme of this learning area, entitled "Children's Rights", it is noted that there are 9 outcomes, three at the basic level, three at the intermediate level and three at the advanced level. In the curriculum it is emphasized that with these learning outcomes students will be able to improve themselves on issues such as what legal provisions exist to protect children (rules and law) and how children's rights can be realized (interests and the common good). The second theme of the learning area is "Legal status of the child". With this theme, which contains a total of 22 objectives (seven basic, seven intermediate and eight advanced), the curriculum explains that students will learn how the state protects young people in the public sphere (privacy and public sphere), what principles a constitutional state must fulfill, why juvenile offenders are punished differently from adults (rules and law), how legal regulations and conflict resolution methods protect peaceful coexistence in Germany (interests and the common good). The third theme, with a total of 13 learning outcomes (four basic, four intermediate and five advanced), is called "Fundamental Rights". The curriculum states that these topics and outcomes will help students find answers to questions such as what legal provisions exist to protect fundamental rights (rules and law) and how crucial fundamental rights are for living together well in Germany (interests and the common good).

Table 6 shows that the third learning area for 7th, 8th and 9th graders is called "*Political system*". It can be seen that the first theme of this learning area is called "school engagement". With 24 outcomes (eight basic, eight intermediate, and eight advanced), the curriculum states that students will understand what opportunities they have to include their own abilities and interests in the decision-making process at school. They will also learn how decisions are made in school (Power and Decision) and what the legal rules are that govern school life (Rules and Law). Questions such as how stakeholders in the school interact (Order and Structure) and how procedures help to resolve conflicts of interest in the school (Interests and the Common Good) are also answered through this topic. The second theme of the third learning area is "Politics in society". The curriculum includes a total of 16 objectives (five basic, five intermediate and six advanced) and it is stated that students will be able to find answers to the question of what opportunities (power and decision) citizens have. It is emphasized that students will understand how the Constitution regulates participation (rules and law). It also addresses how participatory processes contribute to the democratic and non-violent resolution of conflicts of interest, how democracy can be secured and protected, and the importance of the media for a democratic society.

Analyzing Table 6, it can be seen that the fourth learning area belonging to the 7th, 8th and 9th grades is "*International Relations*". There is only one theme that belongs to this learning area. This theme is called "Peace and Human Rights". There are a total of 28 objectives in this subject, which includes nine objectives at the basic level, nine at the intermediate level and ten at the advanced level. The curriculum states that this theme will enable students to find answers to the questions of how human rights can be protected at the international level, how peace can be achieved, maintained, and secured, what rules govern international politics and where they are based, and how the UN makes decisions.

Table 6 shows that there are a total of two learning areas being taught at the 10th grade level. Again, there are three themes within the scope of these learning areas.

It can be seen that the first learning area of the 10th grade social studies course is called "*Society*". The first theme of this learning area is "Duties and Problems of the Welfare State". With six basic, six intermediate and eight advanced objectives, the curriculum states that students will be able to find answers to the questions of how the welfare state provision of the Constitution is formulated, what different ideas there are for implementing the welfare state provision, and how the welfare state is structured.

It is understood that the second learning area is "*Political System*". It is determined that the first theme of this learning area, which comprises two themes in total, is called "Political Decision Making in Germany". With a total of 23 outcomes (seven basic, seven intermediate, and nine advanced), students will be able to find answers to questions such as how power is distributed among constitutional bodies in Germany, how individual institutions in Germany interact, and how processes and institutions

contribute to regulation and protection in order to maintain peaceful coexistence. The second and final theme of the learning area is "Living in the EU". This theme, which has four basic, four intermediate and six advanced outcomes, states that students will understand how citizens can contribute to the policy-making process in the European Union, how power is distributed among the institutions of the European Union, how different institutions interact within the European Union, and how decisions made by the European Union affect the lives of citizens.

The social studies curriculum currently being implemented in Turkey includes a total of 7 learning areas and 131 learning outcomes. In the curriculum, it is stated that the learning area named "*The Individual and Society*" basically includes the processes of being "I" and "We" and that in this learning area, psychology, sociology and social psychology from the social sciences are focused and an interdisciplinary approach is adopted. Accordingly, it is stated that students will have the opportunity to evaluate the spatial, historical and cultural factors that influence the processes of being "I" and "we". It was stated that the learning area entitled "*Culture and Heritage*" is basically history-oriented and has a structure that emphasizes culture and cultural heritage. It was emphasized that this learning area aims to create a national consciousness that will ensure the protection and development of culture based on the fundamental elements that make up Turkish culture. Thus, it is emphasized that students will understand that cultural elements are the characteristics that distinguish one society from other societies. It is stated that the learning area "*People, Places and Environments*" aims to provide students with the basic spatial knowledge, skills and values that are necessary for human life and that it is essentially geography-oriented. Through this learning area, students at all grade levels where social studies is taught are expected to develop skills in research, environmental literacy, perception of change and continuity, observation, map literacy, and perception of space. In the "*Science, Technology and Society*" learning area, students are expected to learn that innovative, critical and scientific thinking is the basis of developments in science and technology; to understand the development process of science and technology and its impact on social life; and to acquire the ability to use technology to access information. The "*Production, Distribution and Consumption*" learning area is based on the development of students' entrepreneurial and conscious consumer skills. They are expected to understand that resources are limited in the national economy, to believe in the importance of protecting existing resources, to compare their own economic life with that of others and to identify differences and similarities, to examine the economic conditions of the place where they live and to make efforts to improve these conditions. The aim is for students to recognize professions and to know the characteristics required by the professions they are interested in. The "*Active Citizenship*" learning area focuses on the concept of effective citizenship within the framework of sociology, political science and law. In light of the information provided in this strand, students should be able to answer the following questions: "What is the role of groups, institutions, and social organizations in our society and other societies? How do groups, institutions, and social organizations affect me? How are groups, institutions,

and social organizations changing? What is my role in these changes? By understanding how social problems are solved and order is maintained, they realize how individual rights and social order are protected in governments where the source of sovereignty is based on the nation. By learning how to participate in social services and various official activities, they understand the democratic ways in which they can influence government. The "*Global Connections*" learning area aims to create active and responsible Turkish citizens who can follow the agenda of the developing world and find solutions to the problems they face. Clearly the social studies curriculum in Germany and Turkey differ in some respects. While the program taught in Turkey includes history and geography, the program taught in Germany does not include history and geography.

#### **4. DISCUSSION AND CONCLUSION**

The purpose of this study was to examine the German Social Studies Curriculum in the context of the state of Baden-Württemberg. It was found that the social studies curriculum is taught at the 7th, 8th, 9th, and 10th grade levels. First, it was noted that the curriculum went into effect on August 1, 2016 and is still in use. Curriculum development is a dynamic structure and continuous development is important to create a quality program. For this reason, after it is put into practice, it should be continuously monitored, evaluated, its shortcomings should be eliminated, and it should be updated according to the conditions of the day. This is because the curriculum is the very heart of the educational process (Null, 2017). Especially in this age of rapidly developing information, transportation, communication and production technologies, significant changes are taking place both nationally and globally. Therefore, since August 1, 2016, there have been major global problems that affect all of humanity. For this reason, it is believed that a program implemented since 2016 cannot be very effective in responding to the needs of today. In addition, when the content of the curriculum was examined, it was found that there was no content related to the global issues that have arisen in recent years. This situation can be considered normal because the curriculum is not up to date. It is especially crucial that the curricula of courses such as social studies, which prepare students for life and deal with all phenomena related to society and human life, are up-to-date (Duman, 2004). It is difficult for a curriculum that does not address current problems to prepare students for life and make them resistant to issues. Programmes should especially develop problem solving skills. This depends on interrelated concepts, skills, processes, attitudes and knowledge (Mathematic Syllbaus Primary, 2007). In this context, the fact that the social studies curriculum is not up to date to take into account the social and sociological changes that have occurred globally in recent years is seen as an important deficiency. The same situation is observed in the social studies curriculum taught in France and Turkey. Accordingly, the social studies curriculum (history-geography) taught in France was implemented in 2015, and some minor adjustments were made in 2018. Therefore, it can be said that the social studies curriculum taught

in France is also outdated (Kara, 2022). The social studies curriculum currently taught in Turkey was adopted in 2018 (Ministry of National Education, 2018).

Under the first title of the social studies curriculum, it was found that guiding principles were included to provide students with skills, under the second title, skills were included, and finally, under the third title, the content of the curriculum was presented. However, educational situations (learning-teaching process) were not included. Curricula, which have a very dynamic structure, generally consist of four parts: learning outcomes, content, training and testing situations. When planning the teaching-learning process, the question "How should we teach?" The teaching-learning process refers to the arrangements and studies related to the most effective teaching of the content created in accordance with the achievements to realize the intended results. In other words, it is the appropriate component of all conditions that have the power to influence students, learning and the quality of teaching. The teaching strategy, methods, techniques, tools and materials to be used in the education and training process are largely clarified in the information on educational situations in the curriculum (Karacaoğlu, 2011). Although the teacher can take the initiative to a certain extent, it is crucial that a specific framework for the learning-teaching process is drawn in the curriculum. This is especially important in countries such as Germany, which has received intensive labor migration and has a very cosmopolitan structure. However, as mentioned above, it has been concluded that there is no section on educational situations in the curriculum and there are no explanations on this issue in the curriculum. This situation can be described as another significant shortcoming of the curriculum. In addition, there were no testing situations in the curriculum. The last element of the curriculum is testing (measurement and evaluation) situations. In this section the answer to the question "To what extent and at what level have the objectives been achieved?" It is determined whether the previously determined goals were achieved or not, or at what level the goals were achieved, and which goals there are problems in achieving. In this way the deficiencies of the student, the teacher, the learning environment are identified, and the quality control of the program is carried out (Çepni & Çil, 2010). From this point of view, the absence of testing situations in the curriculum can be considered an notable deficiency. Although teachers have a certain degree of autonomy in terms of measurement and evaluation, a certain framework should be drawn in the curriculum. It can be said that the social studies curriculum in Germany is similar to the social studies curriculum in Turkey in some aspects. It is seen that skills are also included in the Turkish social studies curriculum. It is also noted that there is a content section. However, there is no separate section on educational situations in the program. In the introduction of the program, there is a section called "Measurement and Evaluation Approach in Curricula". In this section a general and holistic framework for measurement and evaluation is drawn. In this respect, it can be said that the social studies curricula of Germany and Turkey are similar. What is different is that the Turkish social studies curriculum includes values. There is no section on values in the German social studies curriculum (Ministry of National Education, 2018). Bilici and Bedirhanoglu (2020) found in their study that there is no section

on values in the German social studies curriculum. Accordingly, the study conducted by Bilici and Bedirhanoglu (2020) supports the results of this study.

It was concluded that the skills in the German social studies curriculum are divided into four main areas: analytical, judgment, taking action, and methodological skills. In addition, there was evidence that the skills have an important place in the curriculum and that these skills have been explained in detail. What students can do with these skills and what gains they can make are listed in the program. In recent years, one of the most discussed and researched topics in the field of education around the world is 21st century skills and the acquisition of these skills by students through education. The general framework of 21st century education programs is defined as raising awareness of the factors that will develop the social, economic, and belief systems of society, equipping individuals with the necessary personal characteristics and skills, and thus creating citizens who are willing to take responsibility in this increasingly globalized, diverse world, equipped with a holistic perspective and worldview (Tutkun, 2010; Kaya, 2021). This is only possible through education, and therefore through qualified curricula. It can be said that the most significant tool for integrating the skills required by the 21st century into existing courses is the curriculum. From this point of view, it can be seen as a positive feature that skills are given a wide coverage to the social studies curriculum taught in Germany, and what kind of achievements these skills will provide to the students are listed. The social studies curriculum states that the transfer of knowledge is not an end in itself, but rather the development and improvement of skills. This is considered as one of the positive aspects of the curriculum. Similar results were found in the study conducted by Kaya (2021). The study conducted by Kaya (2021) supports the results of this study. Thus, the social studies curricula of Turkey and Germany are similar in terms of including skills.

The content of the curriculum has been developed considering factors such as society, law, political system and international relations. In addition, the content is generally structured according to the principle of "from near to far". The outcomes in the social studies curriculum are organized into three levels: basic, intermediate and advanced. The preparation of outcomes organized in three levels for learning areas and subjects is an indication of how in-depth and detailed the phenomena, conflicts and problem situations are treated. It was determined that the knowledge and skills to be acquired in the curriculum are related to six basic concepts (power and decision, order and structure, rules and law, interests and the common good, privacy and public sphere, scarcity and distribution). It was also concluded that some factors were taken into consideration in organizing the content of the curriculum. It was determined that teachers should pay attention to these factors in the social studies curriculum. These factors are: Student and content alignment, Problem and content match, Discussion, Case study, Action orientation. It is believed that paying attention to these factors while organizing the curriculum content will increase the effectiveness of the content and will be functional in preparing students for life (Kaya,2021).

The social studies curriculum is taught in grades 7, 8, 9, and 10. The content of the curriculum is common to the 7th, 8th, and 9th grades. The content for 10th grade has been created separately. The content section of the curriculum consists of learning areas, themes and outcomes. The outcomes are organized into three levels: basic, intermediate and advanced. Although each outcome is prepared at three levels, the same content and achievements are available for the 7th, 8th and 9th grade levels. In other words, the content does not change from grade to grade, except for grade 10. However, it was stated that the factor of student and content compatibility was taken into consideration when organizing the content in the curriculum. Nevertheless, it was found that the content was not arranged in a different way depending on the grade level. At this point, it can be said that the curriculum has a contradiction in itself. The characteristics of students vary greatly from grade to grade. On the other hand, the principle of child relativity is one of the most important teaching principles. Each individual has different abilities, study habits, intelligence levels and learning styles. The content and the learning-teaching process should be organized accordingly. The principle of child relativity requires that the learning and teaching process be organized according to the developmental level of the students. It is also based on taking into account the individual differences of students. In particular, the curriculum, tools and materials, environment and teaching environment should be organized according to the principle of child relativity (Taşpınar, 2012). Considering these issues, the fact that the content in the curriculum is not organized according to grade levels can be described as a negative situation.

The subjects and outcomes were found to be compatible. In addition, it was found that the learning area, subject and outcomes were compatible with the skills in the curriculum and aimed at achieving these skills. Based on this information, it can be said that the curriculum is generally consistent within itself. Looking at the content of the curriculum, it can be said that the subjects and outcomes are mostly related to citizenship education. The curriculum aims to educate good German citizens as well as politically aware European citizens. It can be noted that the curriculum focuses mainly on topics such as social life, rights, responsibility, media and its impact on society, participation, politics, peace, human rights, decision-making processes in Germany and the European Union, migration and life in Europe. This can be attributed to the fact that Germany has received a lot of labor migration in the last half century. The integration of citizens of foreign origin in Germany and Europe is an important issue in all European countries. It is assumed that the inclusion of content related to the European Union in the curriculum is also related to the ideal of educating European citizens. Finally, it has been observed that there are almost no elements related to global citizenship in the curriculum, and that the curriculum is largely focused on Germany and Europe, ignoring societies, geographies and cultures in other parts of the world. It is predicted that this situation will have a negative impact on the education of global citizens in Germany. Kara (2022) states in his study that a similar situation is seen in the (history-geography) curricula taught in France. He states that this situation will slow down integration and reduce the effectiveness of efforts to educate world citizens. In this context, it is noted

that the German and French curricula are similar. Finally, the social studies curricula taught in Germany and Turkey differ in some respects. While the program taught in Turkey includes history and geography, the program taught in Germany does not involve history and geography.

## 5. RECOMMENDATIONS

Based on the results and conclusions of the study, the following recommendations can be made:

- As a result of the study, it was concluded that the curriculum was outdated. In today's world, where information, communication, transportation and production technologies are developing rapidly, there is a rapid change and transformation in the world. Germany undoubtedly has its share in this change and transformation. In this context, it can be proposed to update the curriculum by considering the current conditions, national and global needs.
- When planning the teaching-learning process, the answer to the question "How should we teach?" is hidden in the educational situations part of the curriculum. The teaching-learning process, also known as educational situations, refers to the arrangements and studies related to the most effective teaching of the content created in accordance with the achievements in order to realize the intended results. In other words, it is the appropriate component of all conditions that have the power to affect students, learning, and the quality of teaching. However, it was noted that educational situations were not included in the research. For this reason, it can be suggested to include information about educational situations in the curriculum.
- The final element of the program is assessment and evaluation. This section seeks to answer the question "To what extent and at what level have the objectives been achieved? Through assessment and evaluation, the deficiencies of students, teachers and the learning environment are identified and the quality control of the program is carried out. As a result of the study, it was found that the curriculum did not include information on assessment and evaluation. Testing situations can be included in the curriculum.
- It was observed that the content of the curriculum was not organized by grade level. The characteristics of students differ significantly from one grade to another. Therefore, it can be suggested that the content should be organized separately according to grade levels.
- It was found that the social studies curriculum taught in Germany mainly includes content related to Germany and Europe. However, for the purpose of raising world citizens, content related to different parts of the world can be included in the program.



- In this study, the social studies curriculum was examined using the document analysis method. The opinions of social studies teachers and students in this course can be examined regarding social studies teaching and curriculum in Germany.

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## GENİŞLETİLMİŞ TÜRKÇE ÖZET

### ALMANYA SOSYAL BİLGİLER ÖĞRETİM PROGRAMININ İNCELENMESİ: BADEN-WÜRRTEMBERG EYALETİ ÖRNEĞİ

#### GİRİŞ

İlkokul dördüncü sınıf ve ortaokul aşamasında Sosyal Bilgiler dersi aracılığıyla toplumsal yaşama ait değer, beceri, tutum ve bilgilerin öğrencilere kazandırılması amaçlanmaktadır. Sosyal Bilgiler Öğretim Programında öğrencilerin gelişim dönemleri, fiziksel özellikleri, yaşları ve ruhsal durumları dikkate alınarak sorumluluk sahibi, mantıklı düşünebilen, akılcı bireylerin ve iyi vatandaşların yetiştirilmesi hedeflenmektedir (Yazıcı ve Koca, 2008). Ancak Sosyal Bilgiler dersinin hedeflerine ulaşabilmesi için öğretim programı güncel ve nitelikli olmalıdır. Çünkü öğretmenler genel olarak öğretim programı doğrultusunda hareket etmekte ve Sosyal Bilgiler dersleri öğretim programına göre düzenlenmektedir. Bu nedenle Sosyal Bilgiler öğretimi ve öğretim programı daima güncellenerek geliştirilmelidir. Bunun içinse diğer ülkelerin özellikle de gelişmiş olarak kabul edilen ülkelerin Sosyal Bilgiler öğretimindeki mevcut durumunun incelenmesi önemlidir. Bu ülkelerin uygulamakta olduğu Sosyal Bilgiler Öğretim Programlarının analiz edilerek güçlü ve zayıf yönlerinin değerlendirilmesi hem program geliştiricilere hem öğretmenlere hem de ilgili alan yazına yönelik çalışmalar yürüten araştırmacılara fayda sağlayacaktır. Bilhassa ekonomik, kültürel ve siyasal alanlarda yoğun ilişkilerin olduğu ülkelerde okutulmakta olan Sosyal Bilgiler Dersi Öğretim Programlarının incelenmesi yararlıdır.

Türkiye'nin tarih boyunca her alanda yoğun iletişim ve etkileşim içerisinde olduğu Almanya en gelişmiş Avrupa Birliği ülkelerinden biri durumundadır. Ayrıca Almanya'da günümüzde yaklaşık 3 milyonu aşkın Türk vatandaşı yaşamaktadır (Türkiye Cumhuriyeti Dışişleri Bakanlığı, 2023). Eğitim konusunda Avrupa ülkeleri içerisinde belirli bir standardı yakalamış olan Almanya kozmopolit yapısına rağmen toplumsal anlamda çok önemli problemlerle karşılaşmamaktadır. Şüphesiz bunu sağlamasında Sosyal Bilgiler öğretiminin önemli bir payının olduğu düşünülmektedir. Ancak ilgili alan yazın incelendiğinde Almanya'daki Sosyal Bilgiler öğretimine yönelik çalışmaların yok denecek kadar az (Pamuk ve Pamuk, 2016; Bilici ve Bedirhanoglu, 2020; Pamuk, 2021) olduğu görülmektedir. Almanya'daki Sosyal Bilgiler Öğretim Programına yönelikse yalnızca bir (Kaya, 2021) çalışmanın olduğu tespit edilmektedir. Bu bağlamda Almanya'da okutulmakta olan Sosyal Bilgiler Öğretim Programının incelenmesi önemli görülmektedir. Bu çalışmada Almanya Sosyal Bilgiler Öğretim Programının Baden-Württemberg Eyaleti örneği üzerinden incelenmesi amaçlanmıştır. Bu amaç kapsamında aşağıdaki sorulara yanıt aranmıştır:

1. Sosyal Bilgiler Dersi Öğretim Programı genel yapı özellikleri açısından nasıldır?
2. Sosyal Bilgiler Dersi Öğretim Programında beceriler nasıl ele alınmıştır?

### 3. Sosyal Bilgiler Dersi Öğretim Programında içerik nasıl düzenlenmiştir?

#### YÖNTEM

Bu çalışmada nitel araştırma yöntemlerinden biri olan doküman incelemesi tercih edilmiştir. Doküman analizi araştırılmak ve incelenmek istenen konuyla ilgili bilgi içeren yazılı materyallerin analizini kapsayan bir nitel araştırma yöntemidir. Bu araştırma yöntemi tek başına kullanılabileceği gibi destekleyici bir yöntem olarak da tercih edilebilir (Yıldırım ve Şimşek, 2018). Doküman analizi, araştırmanın amacı doğrultusunda kaynakları bulma, bulunan kaynakları okuma, not alma ve son olarak da değerlendirme işlemlerini içermektedir (Karasar, 2005).

Verilerin toplanmasında Almanya'nın Badem-Württemberg eyaletinde okutulan Sosyal Bilgiler Dersi Öğretim Programından yararlanılmıştır. Bu anlamda 2016-2017 eğitim öğretim yılında uygulanmaya başlanan ve günümüzde de kullanılmakta olan Sosyal Bilgiler Öğretim Programı kullanılmıştır.

Elde edilen veriler betimsel analiz tekniği ile çözümlenmiştir. Betimsel analizde veriler daha önceden belirlenen temalara göre yorumlanır. Bu teknikte amaç; araştırma sonunda elde edilmiş olan bulguların düzenlenmiş ve yorumlanmış bir biçimde sunulmasıdır (Yıldırım ve Şimşek, 2018). Betimsel analizde elde edilmiş olan verilerin açık, çarpıcı ve net bir biçimde yansıtılarak sunulabilmesi için doğrudan alıntılara sık sık yer verilir. Bu durum aynı zamanda araştırmanın güvenilirliğine ve geçerliğine katkı sağlar. Bu çalışmada da Sosyal Bilgiler Öğretim Programını her açıdan ortaya koyacak doğrudan alıntılara sıkça yer verilmiştir.

#### BULGULAR

Sosyal Bilgiler dersi kapsamında okutulan bu program yedinci ve onuncu sınıf arası öğrencileri kapsamaktadır. Sosyal Bilgiler dersi Badem-Württemberg eyaletinde 7. ve 8. sınıflar da ikişer saat 9 ve 10 sınıflarda birer saat okutulmaktadır. Program 1 Ağustos 2016 tarihinde yürürlüğe girmiş olup hala devam etmektedir. Sosyal Bilgiler Öğretim Programının ilk başlığı altında öğrencilere becerilerin kazandırılabilmesi için yol gösterici ilkelere yer verilmiştir. İkinci başlığı altında ise becerilere yer verilmiştir. Üçüncü başlık kapsamında öğretim programının içeriği sunulmuştur. Sosyal Bilgiler Öğretim Programında eğitim durumlarına ve ölçme değerlendirmeye yönelik herhangi bir bölüme yer verilmediği tespit edilmiştir. Öğretim programının diğer bölümlerinde de eğitim durumlarına ve ölçme değerlendirmeye yönelik açıklamalar yapılmadığı saptanmıştır. Öğretim programında becerilere ayrıntılı olarak yer verilmiştir. Beceriler kısmında dört beceri ve bunlara ilişkin öğrencilerden yapmaları beklenen davranışlar belirtilmiştir. Bu beceriler *analiz becerisi*, *yargı (karar verme) becerisi*, *harekete geçme becerisi* ve *metodolojik beceri* olarak sıralanmıştır.

Sosyal Bilgiler öğretim programında bilginin aktarılmasının kendi başına bir amaç olmadığı becerilerin geliştirilmesinin ve iyileştirmesinin hedeflendiği ifade edilmektedir. Sosyal Bilgiler dersinin

amaçlarından birinin de öğrencilerin bilgilerini niteliksel olarak arttırmanın yanı sıra niceliksel olarak da geliştirmek ve yapılandırmış bir teknik dil oluşturmalarını sağlamak olduğu bildirilmektedir. Bu becerilerin oluşmasının kavramsal bilgilerin elde edilmesini kolaylaştıracağı vurgulanmaktadır. Kavramsal bilginin elde edilmesi de becerilerin kazanılması ile doğrudan ilgilidir. Öğretim programının içeriği ilgili toplum, hukuk, siyasal sistem ve uluslararası ilişkiler göz önünde bulundurularak oluşturulmuştur. İçerik genel olarak “yakından uzağa” ilkesine göre yapılandırılmıştır.

Sosyal Bilgiler Öğretim Programında yer alan kazanımlar temel, orta ve ileri seviye olmak üzere üç seviyede oluşturulmuştur. Öğretim programında kazandırılmak amaçlanan bilgi ve becerilerin altı temel kavramla bağlantılı olduğu ifade edilmektedir. Bu kavramlar şunlardır: *Güç ve karar, düzen ve yapı, kurallar ve hukuk, çıkarlar ve kamu yararı, mahremiyet ve kamu, kutluk ve dağıtım*. Öğretim programında yer alan içerik düzenlenirken birtakım faktörlere dikkat edildiği ve öğretmenlerin de bu faktörlere dikkat etmesi gerektiği Sosyal Bilgiler Öğretim Programında ifade edilmektedir. Söz konusu bu faktörler ve açıklamaları şunlardır: *Öğrenci ve içerik uyumu, problem ve içerik uyumu, tartışma, örnek olay, güncellik, eyleme yönelik olma*. Öğretim programında toplam 6 öğrenme alanının ve 14 konunun yer aldığı görülmüştür.

## TARTIŞMA VE SONUÇ

Bu araştırmada Almanya Sosyal Bilgiler Öğretim Programının Badem-Württemberg eyaleti örneği bağlamında incelenmesi amaçlanmıştır. Sosyal Bilgiler Öğretim Programının 7. 8. 9. ve 10 sınıf seviyelerinde okutulduğu görülmüştür. Öncelikle öğretim programının 1 Ağustos 2016 tarihinde yürürlüğe girmiş olup hala kullanılmakta olduğu tespit edilmiştir. Program geliştirme sonu olmayan bir süreçtir. Bu nedenle uygulanmaya başladıktan sonra devamlı olarak izlenmesi ve değerlendirilmesi, eksiklerinin giderilmesi ve günün koşullarına göre güncellenmesi gerekmektedir. Çünkü öğretim programı eğitim öğretim sürecinin kalbi durumundadır (Null, 2017). Bu nedenle sürekli olarak beslenmesi gerekmektedir.

Sosyal Bilgiler Öğretim Programının ilk başlığı altında öğrencilere becerilerin kazandırılabilmesi için yol gösterici ilkelere yer verildiği, ikinci başlığı altında becerilere yer verildiği ve son olarak da üçüncü başlık kapsamında öğretim programının içeriğinin sunulduğu tespit edilmiştir. Ancak öğretim programında eğitim durumlarına (öğrenme-öğretmen süreci) yer verilmediği sonucuna ulaşılmıştır. Oldukça dinamik bir yapıya sahip olan öğretim programları genel olarak kazanım, içerik, eğitim ve sınav durumları şeklinde dört bölümden oluşmaktadır. Öğrenme-öğretme süreci planlanırken “Nasıl öğretelim?” sorusuna cevap aranması gerekir. Öğretme-öğrenme süreci, amaçlanan kazanımların gerçekleştirilmesi için kazanımlar doğrultusunda oluşturulan içeriğin en etkili şekilde öğretilmesi ile ilgili düzenlemeleri ve çalışmalarını ifade etmektedir. Eğitim öğretim sürecinde işe koşulacak olan öğretim stratejisi, yöntemleri, teknikleri, araç-gereçleri öğretim programında yer alan eğitim durumlarına (öğrenme-

öğretmen süreci) yönelik bilgilerde büyük oranda netliğe kavuşur (Karacaoğlu, 2011). Ancak yukarıda da bahsedildiği gibi öğretim programında eğitim durumlarıyla (öğrenme-öğretme süreci) ilgili herhangi bir bölümün olmadığı ve öğretim programının genelinde de bu konuya yönelik açıklamaların yapılmadığı sonucuna ulaşılmıştır. Bu durum öğretim programında yer alan önemli bir diğer eksiklik olarak nitelendirilebilir. Bunun yanı sıra öğretim programında sınav durumlarının yer almadığı sonucuna ulaşılmıştır. Programın son ögesi sınav (ölçme değerlendirme) durumlarıdır. Bu bölümde “Hedeflere ne kadar ve ne düzeyde ulaşıldı?” sorusuna cevap aranır. Daha önceden tespit edilen hedeflere ulaşıp ulaşılmadığı veya ulaşılan hedeflere ne seviyede ulaşıldığı, hangi hedeflere ulaşmada problemler yaşandığı tespit edilir. Böylece öğrencinin, öğretmenin, öğrenme ortamının eksikleri tespit edilmiş ve programın kalite kontrolü yapılmış olur (Çepni ve Çil, 2010). Bu açılardan bakıldığında öğretim programında sınav durumlarına yer verilmemesi önemli bir eksikli olarak değerlendirilebilir.

Sosyal Bilgiler Öğretim Programında becerilerin analiz, yargı, harekete geçme ve metodolojik yetkinlik şeklinde dört temel alana ayrıldığı sonucuna ulaşılmıştır. Ayrıca öğretim programında becerilere geniş yer verildiği ve bu becerilerin ayrıntılı olarak açıklandığı görülmüştür. Bu durumun da öğretim programının olumlu yönlerinden birini oluşturduğu düşünülmektedir.

Öğretim programının içeriği ilgili toplum, hukuk, siyasal sistem ve uluslararası ilişkiler göz önünde bulundurularak oluşturulmuştur. Ayrıca içerik genel olarak “yakından uzağa” ilkesine göre yapılandırılmıştır. Sosyal Bilgiler Öğretim Programında yer alan kazanımlar temel, orta ve ileri seviye olmak üzere üç seviyede oluşturulmuştur. Öğrenme alanlarına ve konulara yönelik olarak düzenlenen kazanımların üç seviye şeklinde hazırlanması ele alınan olgu, çatışma ve problem durumlarının ne kadar derinlemesine ve ayrıntılı olarak ele alındığının göstergesidir. Öğretim programında kazandırılmak amaçlanan bilgi ve becerilerin altı temel kavramla (güç ve karar, düzen ve yapı, kurallar ve hukuk, çıkarlar ve kamu yararı, mahremiyet ve kamu, kıtlık ve dağıtım) bağlantılı olduğu tespit edilmiştir. Öğretim programında yer alan içerik düzenlenirken birtakım faktörlere de dikkat edildiği sonucuna ulaşılmıştır. Öğretmenlerin de bu faktörlere dikkat etmesi gerektiğinin Sosyal Bilgiler Öğretim Programında ifade edildiği tespit edilmiştir. Bu faktörler şunlardır: Öğrenci ve içerik uyumu, problem ve içerik uyumu, tartışma, örnek olay, eyleme yönelik olma. Öğretim programı içeriğinin düzenlenmesi sırasında bu faktörlere dikkat edilmesinin içeriğin etkililiğini arttıracak ve öğrencilerin yaşama hazırlanması noktasında yararlı olacağı düşünülmektedir.

Sosyal Bilgiler Öğretim Programı 7. 8. 9. ve 10 sınıf seviyelerinde okutulmaktadır. Öğretim programında içerik 7. 8. ve 9. sınıflar için ortak düzenlenmiştir. 10. sınıf seviyesine yönelik içerik ise ayrı oluşturulmuştur. Öğretim programının içerik bölümü öğrenme alanları, konular ve kazanımlardan oluşmaktadır. Kazanımlar temel, orta ve ileri seviye olmak üzere üç

seviye olacak biçimde hazırlanmıştır. Her ne kadar her kazanım üç seviyede hazırlanmış olsa da 7. 8. ve 9.sınıf seviyeleri için aynı içerik ve kazanımlar mevcuttur. Yani içerik sınıf seviyelerine göre değişmemektedir (10. sınıf hariç). Oysa öğretim programında içerik düzenlenirken öğrenci ve içerik uyumu faktörünün göz önünde bulundurulduğu ifade edilmiştir. Ancak içeriğin sınıf seviyelerine göre farklı düzenlenmediği tespit edilmiştir. Bu noktada öğretim programının kendi içerisinde bir çelişki yaşadığı söylenebilir. Her sınıf seviyesinde öğrenci özellikleri oldukça değişmektedir. Öte yandan çocuğa görelilik ilkesi, en önemli öğretim ilkelerinden biridir. Her birey farklı yeteneklere, çalışma alışkanlıklarına, zekâ düzeylerine ve öğrenme stillerine sahiptir. İçerik ve öğrenme-öğretme süreci buna uygun düzenlenmelidir.

Konu ve kazanımların birbiriyle uyumlu olduğu görülmüştür. Ayrıca öğrenme alanı, konu ve kazanımların öğretim programında yer alan becerilerle uyumlu olduğu ve bu becerileri kazandırmaya yönelik olduğu tespit edilmiştir. Bu bilgilerden yola çıkarak öğretim programının genel olarak kendi içerisinde tutarlı olduğu söylenebilir. Öğretim programının içeriği incelendiğinde konu ve kazanımların büyük oranda vatandaşlık eğitimiyle ilgili olduğu ifade edilebilir. Programda iyi bir Alman vatandaşının yanı sıra politik bilince sahip Avrupa vatandaşlarının da yetiştirilmesinin amaçlandığı görülmektedir. Öğretim programında daha çok toplumsal yaşam, hak, sorumluluk, medya ve medyanın toplum üzerindeki etkisi, katılım, politika, barış, insan hakları, Almanya’da ve Avrupa Birliği’nde karar alma süreçleri, göç ve Avrupa’da yaşam gibi konular üzerinde durulduğu belirtilebilir. Bu durumun Almanya’nın son yarım asırda çok fazla işçi göçü almasına bağlanabilir. Öğretim programında Avrupa Birliği’ne yönelik içeriklere yer verilmesinin de Avrupa vatandaşı yetiştirme idealiyle ilgili olduğu düşünülmektedir. Son olarak öğretim programında küresel vatandaşlıkla ilgili öğelerin yok denecek kadar az olduğu, programın çok büyük oranda Almanya ve Avrupa odaklı olduğu, dünyanın diğer bölgelerinde bulunan toplumların, coğrafyaların ve kültürlerin görmezden gelindiği görülmüştür. Bu durumun Almanya’da dünya vatandaşı yetiştirme bağlamında olumsuz etki yaratacağı öngörülmektedir.