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Integration of Social Science Skills in the 2024 Century of Türkiye Education Model Curricula

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Abstract

The social sciences play a crucial role in helping younger generations understand complex global issues, develop critical thinking skills, and actively participate in society as ethical and informed citizens in the digital age. Therefore, many countries are increasingly integrating social science competencies into their educational programs. In this context, the present study aims to examine the extent to which social science skills are incorporated into pre-school, primary, secondary, and high school curricula published in 2024. The study was conducted using a document analysis design, a qualitative research method. A total of 26 curricula published in 2024 were analyzed, and social science skills were identified in 11 of these programs. These skills were most frequently observed in the Philosophy, History, and Turkish Republic Revolution History and Kemalism (8th grade) courses. The findings further revealed that certain skills—namely, SBAB12 (Logical Reasoning) and some integrated skills (SBAB1.1, SBAB7.7, and SBAB7.8)—among the 17 social science skills defined in the Century of Türkiye Education Model were not included in any learning outcomes. In total, social science skills were present in 211 out of 2,939 learning outcomes (7%) across the 26 curricula examined. However, only 52 of these outcomes (23.7%) reflected the highest level of skill integration involving all integrated skills, while 85 outcomes (40.28%) demonstrated either full or partial use of social science skills at this level. These findings indicate that a holistic structure in the teaching of social science skills has not yet been fully achieved.

1. Introduction

In the European Qualifications Framework (EQF), skill is defined as "the ability to apply knowledge and expertise to complete tasks and solve problems (know-how)" (European Union, 2017). In the OECD's Future of Education and Skills 2030 project, skill is defined as "the ability and capacity to perform processes and use one's knowledge responsibly to achieve a goal." Skills are part of a holistic concept of competence that involves mobilizing knowledge, skills, attitudes, and values to meet complex demands (OECD, 2019).

No consensus exists among educators regarding the skills that should be imparted to students with different levels and in different fields of education. Comparative studies on education systems and curricula show that the definition, naming, classification, and skills levels vary between countries (Kaye-Johnston et al., 2023). In the European Qualifications Framework, skills are divided into two groups: cognitive (involving the use of logical, intuitive, and creative thinking) and practical (involving manual skills and the use of methods, materials, tools, and equipment) (European Union, 2017). The Partnership for 21st Century Learning (P21) initiative has thematically classified the skills that students need to acquire in the 21st century rather than by field. P21 classifies skills under three themes: Learning and Innovation Skills, Life and Career Skills, and Information, Media, and Technology Skills (Partnership for 21st Century Skills, 2009). The OECD Learning Compass 2030 report defines three types of skills (OECD, 2019). These skills are as follows: (1) cognitive and

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metacognitive skills (critical thinking, creative thinking, learning to learn, and self-regulation); (2) social and emotional skills (empathy, self-efficacy, responsibility, and collaboration); and (3) practical and physical skills (related to the use of new information and communication technology devices) (Skills for 2030). The Western Australian Curriculum and Standards Authority (SSCA) has classified skills in the humanities and social sciences (HaSS) into four groups. These are as follows: (1) Inquiry and research, (2) Analysis, (3) Communication and reflection, and (4) Evaluation (SSCA, n.d.). The National Center for History in the Schools (NCHS) aims to improve the quality of history education in the United States. This center operates within the University of California, Los Angeles (UCLA) and has defined five thinking skills that should be acquired in history classes. These are: Chronological Thinking Historical understanding, Historical Analysis and Interpretation, Historical research skills and Historical Analysis and Decision-Making Skills (NCHS, n.d.).

The skill sets included in the Century of Türkiye Education Model (CTEM) were largely developed with the support of UNICEF and were created based on the "K12 Skills Framework Türkiye Comprehensive Model" published by the Ministry of National Education in 2023. In this model, skills are addressed in four sections: conceptual skills (basic, integrated, and higher-order thinking skills), social-emotional learning skills (self, social life, and collaborative/joint skills), subject-specific skills (Turkish, mathematics, social sciences, etc.), and literacy skills (information, digital, financial, visual, and data literacy) (MoNE, 2025). The development of the K12 Skills Framework drew on subject-specific skills in history, social studies, and geography as defined by international organizations, such as the National Council for Social Studies, the National Council for Social Studies, and NCGE (Doğan et al. 2023).

The skills used in the learning outcomes of the curricula developed within the scope of the CTEM were selected from the skill classifications mentioned above. In the CTEM, subject-specific skills are categorized as science, mathematics, Turkish, social sciences, arts, physical education, games, and sports, information technology and software, religious education and instruction, foreign language, and foreign language support skills (MoNE, 2025). In the process of preparing the curricula, each discipline primarily focuses on skills related to its own field, while also using conceptual skills or, when appropriate, skills from other fields. This flexibility in the CTEM allows for more interdisciplinary education. For example, the Social Studies and Geography curricula also included science and mathematics field skills (MoNE, 2024a; MoNE, 2024b).

Within the CTEM framework, 17 social science skills (SBAB) have been defined, drawing on “domestic and international literature, the unique structure of the field, the requirements of the era, and their relationship with 21st-century skills.” These are: "Time Perception and Chronological Thinking; Evidence-Based Inquiry and Research; Historical Empathy; Perceiving Change and Continuity; Social Participation; Entrepreneurship; Spatial Thinking; Geographic Inquiry; Geographic Observation and Fieldwork; Map, Table, Graph, Figure, and/or Diagram; Logical Reasoning; Philosophical Inquiry; Philosophical Reasoning; Philosophical Thought Expression; Critical Sociological Thinking; and Historical Problem Analysis and Decision Making" (MoNE, 2025, pp.68-82). Significant similarities exist between the two models when compared to the K12 Skills Framework; however, the CTEM includes the skill of Historical Problem Analysis and Decision Making, which is not included in the K12 Skills Framework.

The K12 Skills Framework defines process components for each skill in the Türkiye Holistic Model that include "clear and observable actions" (Doğan et al. 2023). The process components follow a sequential structure in which each step must be completed in a specified order. Therefore, the inclusion of all process components in a learning outcome suggests that the corresponding social science skill is intended to be developed at the highest level. From this perspective, examining which social science skills are included in curricula and the level at which they are addressed is essential for assessing the overall quality of social sciences education and the competencies students are expected to develop in this field. A total of 26 curricula for preschool, primary, secondary, and high school courses, developed within the framework of the CTEM, were published in 2024 and gradually

implemented. This study aims to analyze the inclusion, distribution, and levels of social science skills in the 2024 CTEM curricula. To this end, the study sought answers to the following questions:

1. Which social science skills (SBAB) are included in the 2024 CTEM curricula?
2. To what extent are integrated skills associated with social science skills (SBAB) incorporated into these curricula?
3. At what levels are social science skills (SBAB) represented in the learning outcomes of the 2024 CTEM curricula?

2. Method

2.1. Research Model

This study was conducted using a document analysis design, one of the fundamental qualitative research methods, in order to examine the extent to which social science skills (SBAB) are incorporated into curricula developed within the CTEM framework and published in 2024 at the preschool, primary, secondary, and high school levels. The study adopts a census approach, as it includes the entire population of relevant curricula (N = 26), and no sampling procedure was applied. Document analysis is a qualitative research method that involves the systematic examination and interpretation of written materials containing information about the phenomenon under investigation. This design enables data to be generated through the analysis of existing documents (Yıldırım & Şimşek, 2018).

2.2. Data Set

The data set of this study consists of all curricula (N = 26) developed within the scope of the CTEM and published by the Ministry of National Education in 2024 for preschool, primary, secondary, and high school levels. No sampling procedure was applied, and the entire population of relevant curricula was included in the analysis. These curricula include: Preschool Education Program; Life Studies, Science, Human Rights, Citizenship and Democracy (4th grade), Mathematics (primary school), Religious Culture and Moral Knowledge (primary school), Social Studies, Mathematics (secondary school), Turkish Course (secondary school), Turkish Republic Revolution History and Kemalism (8th grade), Quran (secondary school), Life of Our Prophet (secondary school), History, Turkish Republic Revolution History and Kemalism (12th grade), Geography, Philosophy, Life of Our Prophet (high school), Religious Culture and Moral Knowledge (high school), Physics, Biology, Chemistry, Mathematics (high school), Turkish Language, Quran (high school), and Basic Religious Knowledge Courses. All documents were obtained in digital (PDF) format from the official website of the Ministry of National Education.

2.3. Data collection tool and process

A document review form developed by researchers was used as the data collection tool. This form was developed based on the "CTEM Common Text" (MoNE, 2025) published by the Ministry of National Education.

The data collection process was conducted in the following steps:

1. Obtaining Curricula: The 26 identified curricula were obtained in a PDF format.
2. Creating Guidelines for Identified Skills: We examined the social science skills (SBAB) included in the CTEM Common Text (MoNE, 2025). The analysis focused on the integrated skills, levels, and process components of social science skills in order to identify the indicators associated with each skill.
3. Coding of Documents: The social science skills included in the curricula were identified. With the help of the prepared guide, the level at which each of these skills were included in the integrated skills was determined, and frequency tables were created for them.

2.4. Data Analysis

The collected data were analyzed using qualitative content analysis. Content analysis involves thoroughly examining the collected data to create meaningful codes and themes (Mayring, 2014).

2.5. Validity and Reliability

The 26 curricula were examined separately by the researchers using a document review form. At the end of this process, the coding and frequency tables created were compared to check inter-coder reliability, and any inconsistencies and disagreements between them were identified. Differences in interpretation between the two researchers were resolved through mutual exchange of ideas and discussion, ensuring complete agreement between the coders.

3. Findings

3.1. Inclusion of Social Science Skills in CTEM Curricula

In 2024, the following curricula were prepared and published within the scope of the CTEM: Preschool Education Program; Life Studies; Science; Human Rights, Citizenship and Democracy (Grade 4); Mathematics (primary and secondary levels); Religious Culture and Moral Knowledge (primary and secondary levels); Social Studies; Turkish (secondary level); Quran (secondary and high school levels); Life of Our Prophet (secondary and high school levels); Turkish Republic Revolution History and Kemalism (Grades 8 and 12); History; Geography; Philosophy; Physics; Biology; Chemistry; Turkish Language; and Basic Religious Knowledge. Within this scope, it has been determined that social science skills are included in the curricula of the following courses: Preschool Education Program; Life Studies; Human Rights, Citizenship and Democracy (Grade 4); Social Studies; Religious Culture and Moral Knowledge; Turkish Republic Revolution History and Kemalism (Grades 8 and 12); History; Geography; Philosophy; and Life of the Prophet (secondary education). Analysis of the 2024 curricula shows that social science skills were incorporated into 11 of the 26 curricula.

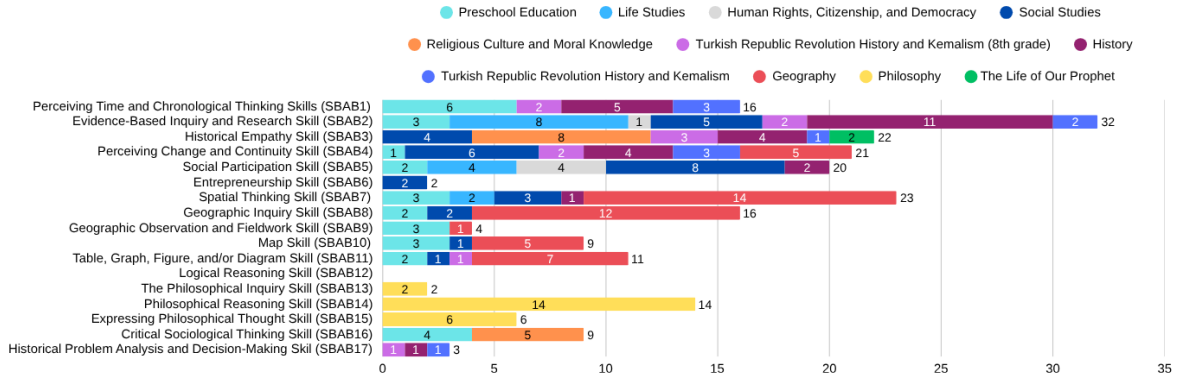

Figure 1. Integration of Social Science Skills in CTEM Curricula

Figure 1 presents the distribution of social science skills across the CTEM curricula. Social science skills (SBAB) were identified in only 211 of the 2,939 learning outcomes analyzed, indicating a limited level of inclusion. Of the 17 social science skills defined in the CTEM, 16 were represented across 11 of the 26 curricula published in 2024. The findings indicate that SBAB12 (Logical Reasoning) was not included in any of the curricula. The most frequently represented skills were SBAB2 (Evidence-Based Inquiry and Research) (f = 32), SBAB7 (Spatial Thinking) (f = 23), and SBAB3 (Historical Empathy) (f = 22). In contrast, the least represented skills were SBAB17 (Historical Problem Analysis and Decision-Making) (f = 3), SBAB6 (Entrepreneurship) (f = 2), and SBAB13 (Philosophical Inquiry) (f = 2).

3.2. Extent of Integration of Integrated Skills Associated with Social Science Skills (SBAB) in the Curricula

All social science skills (SBAB) defined within the CTEM consist of one or more integrated skills. An integrated skill is defined as "actions that can be modeled as a process" (MoNE, 2025, p. 28). The 17 social science skills included in the CTEM were constructed using 78 instances of 70 distinct integrated skills (see Table 1).

Table 1

Integrated Skill Structure of Social Science Skills (SBAB) in the CTEM

Social science skills' code	Number of integrated skills	Integrated Skills
SBAB1	4	Comparison, Conversion, Sorting, Evaluation
SBAB2	6	Asking Curiosity-Based Questions, Gathering Information from Sources, Examining Sources, Questioning Sources, Interpreting Sources, Creating and Sharing Evidence-Based Products
SBAB3	3	Interpretation, Historical Contextualization, and Structuring
SBAB4	5	Comparison, Ranking, Interpretation of Change and Continuity with Causes and Consequences, Synthesis, and Making Predictions Based on Evidence, Observation, and Experience Regarding Change and Continuity's Future
SBAB5	6	Questioning, Establishing Social Contact, Ensuring Group Dynamics, Generating Ideas, Negotiating, Converting Ideas into Action
SBAB6	5	Questioning, Observation-Based Predictions, Decision-Making by Risk Assessment, Resource Management, Finalizing Ideas
SBAB7	11	Location Awareness, Defining the Geographical Conditions of a Space, Analyzing Spatial Connections, Comparing Spaces, Questioning Spatial Impact, Determining/Drawing Spatial Divisions, Analyzing Spatial Hierarchy, Making Inferences Related to Spatial Transition Making Spatial Analogies, Perceiving Spatial Patterns, Analyzing Different Geographical Events, Phenomena, Topics, or Spaces Patterned in Space
SBAB8	5	Asking Geographic Questions, Collecting Geographic Information, Organizing Geographic Information, Analyzing Geographic Information, Reaching Geographic Conclusions, Sharing Geographic Information
SBAB9	6	Preparing for Geographic Observation and Fieldwork, Implementing Geographic Observation and Fieldwork, Organizing Information Obtained from Geographic Observation and Fieldwork, Analyzing Information Obtained from Geographic Observation and Fieldwork, Making Predictions Based on Geographic Observation and Fieldwork Data, Reporting Information Obtained from Geographic Observation and Fieldwork
SBAB10	4	Map Reading, Map Analysis, Drawing Conclusions from Maps, Map Creation
SBAB11	2	Reading and Interpreting Tables, Graphs, Figures, and Diagrams; Preparing Tables, Graphs, Figures, and Diagrams
SBAB12	3	Interpretation, Applying Reasoning Forms, Logical Verification
SBAB13	5	Philosophical Curiosity and Skepticism, Deep Philosophical Thinking, Philosophical Questioning, Critical Attitude, Debate
SBAB14	4	Understanding Philosophical Problems, Evaluating and Interpreting Philosophical Thought and Arguments, Analyzing Philosophical Texts
SBAB15	3	Analysis, Creating Philosophical Arguments, Presenting Original Philosophical Views, Writing Philosophical Texts
SBAB16	4	Analysis, Inquiry, Synthesis, Critical Thinking
SBAB17	2	Identifying and Analyzing Historical Problems, Generating and Evaluating Alternative Solutions to Historical Problems

Within the scope of the research, it was determined that the integrated skills of social science skills (Table 1) were partially or fully included in different curricula and learning outcomes.

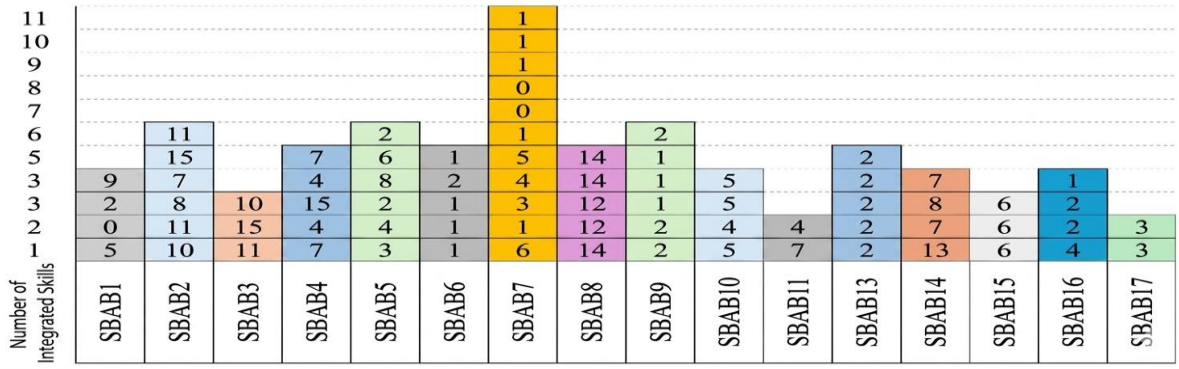

Figure 2. Distribution of Integrated Skills Associated with Social Science Skills (SBAB) in the 2024 CTEM Curricula[3]

As noted above, 16 of the 17 social science skills were represented in the 2024 curricula. Figure 2 summarizes the use of integrated skills associated with these domain-specific skills. The findings indicate that three integrated skills—SBAB1.1 (Transformation), SBAB7.7 (Spatial Hierarchy Analysis), and SBAB7.8 (Making Inferences Related to Spatial Transitions)—were not included in any of the curricula. The most frequently represented integrated skills in the 2024 curricula were SBAB2.5 (Interpreting Sources) (f = 15), SBAB4.2 (Interpreting Change and Continuity with Causes and Consequences) (f = 15), SBAB8.1 (Asking Geographical Questions) (f = 14), SBAB8.4 (Analyzing Geographical Information) (f = 14), and SBAB8.5 (Reaching Geographical Conclusions and Sharing Them) (f = 14).

3.2.1. Integration of Social Science Skills (SBAB) Across the 2024 CTEM Curricula

SBAB2 (Evidence-Based Inquiry and Research) emerged as the most frequently represented social science skill (SBAB) in the 2024 CTEM curricula, appearing in 32 learning outcomes across 11 of the 26 curricula examined. These learning outcomes were primarily distributed across History (f = 11), Life Studies (f = 8), and Social Studies (f = 5). Among the integrated skills associated with SBAB2, SBAB2.5 (Interpreting Sources) was the most frequently observed, appearing in nine learning outcomes across four curricula: History (f = 6), Turkish Republic Revolution History and Kemalism (12th grade) (f = 1), Social Studies (f = 1), and Preschool Education (f = 1). In six learning outcomes, all integrated skills associated with SBAB2 were used. These were distributed across History (f = 3), Turkish Republic Revolution History and Kemalism (8th grade) (f = 2), and Turkish Republic Revolution History and Kemalism (12th grade) (f = 1). The remaining integrated skills of SBAB2 were observed with lower frequencies: SBAB2.1 (Inquiry-Based Questioning) (f = 4), SBAB2.2 (Information Gathering from Sources) (f = 5), SBAB2.3 (Source Analysis) (f = 2), SBAB2.4 (Source Inquiry) (f = 1), and SBAB2.6 (Evidence-Based Product Creation and Sharing) (f = 5).SBAB7.

SBAB7 (Spatial Thinking skill) is the second most used social sciences skill (SBAB) with 23 learning outcomes. The curriculum where this skill is used the most is Geography with 14 learning outcomes. Although the SBAB7.Spatial Thinking skill consists of 11 integrated skills; the integrated skills SBAB7.7.Analyzing Spatial Hierarchy and SBAB7.8.Making Inferences Relate to Spatial Transition are not used alone in any curricula. The most frequently used integrated skill is SBAB7.1.Perceiving Location, which is used in six learning outcomes. The distribution of this integrated skill according to curricula is as follows: Preschool, Social Studies, Life Studies, and Geography. The integrated skill SBAB7.2.Defining the Geographical Conditions of Space is used in one learning outcome included in the preschool education program. The integrated skill SBAB7.3.Analyzing Spatial Connections is used in three learning outcomes; two of these are included in the Geography curriculum and one in

[3] In the learning outcomes where all integrated skills of the social sciences skill are used together, this number is reflected separately for each integrated skill. Therefore, the sum of the numbers opposite each social sciences skill does not represent the number of learning outcomes.

the Social Studies curriculum. The integrated skill SBAB7.4.Comparing Places has been used in four learning outcomes, all of which are included in the Geography course curriculum. The integrated skill SBAB7.5.Questioning Spatial Impact has been used in five learning outcomes, four of which are in the Geography curriculum and one in the History curriculum. The integrated skill SBAB7.6.Spatial Area Identification/Drawing has been used in one learning outcome, which is included in the Life Skills course curriculum. The integrated skills SBAB7.9.Making Spatial Analogies, SBAB7.10.Perceiving Spatial Patterns, and SBAB7.11.Analyzing Different Geographical Events, Phenomena, Topics, or Places Patterned in Space have been used in one learning outcome each, and these learning outcomes are in the Geography course curriculum.

The third most frequently used social sciences skill (SBAB) is SBAB3 (Historical Empathy), with 22 learning outcomes. The curriculum where this skill is most frequently used is the Religious Culture and Moral Knowledge (primary-secondary schools) course with eight learning outcomes. The integrated skill KB2.14.Interpretation has been used in four learning outcomes, which are included in the Religious Culture and Moral Knowledge (primary-secondary schools) (f=2), Social Studies (f=1), and Turkish Republic Revolution History and Kemalism (8th grade) (f=1) curricula. The integrated skill SBAB3.1.Historical Contextualization is used in eight learning outcomes. The distribution of these learning outcomes in the curricula is as follows: Religious Culture and Moral Knowledge (primary-secondary schools) (f=3), History (f=2), Social Studies (f=2), and Turkish Republic Revolution History and Kemalism (8th grade) (f=1). The integrated skill KB2.13.Structuring has been written in three learning outcomes, all of which are in the curriculum of the Religious Culture and Moral Knowledge (primary-secondary schools) course. There are seven learning outcomes in which all the integrated Historical Empathy skill are used. Two of these learning outcomes are included in the History and the Life of Our Prophet (Secondary Education) curricula, while one each is distributed among Social Studies, Turkish Republic Revolution History and Kemalism (8th grade), and Turkish Republic Revolution History and Kemalism (12th grade).

The fourth most frequently used SBAB in the CTEM is SBAB4 (Perceiving Change and Continuity) with 21 learning outcomes. This skill has been used in the curricula of Social Studies (f=6), Geography (f=5), History (f=4), Turkish Republic Revolution History and Kemalism (12th grade) (f=3), Turkish Republic Revolution History and Kemalism (8th grade) (f=2), and Preschool (f=1). The Social Studies course, with its six learning outcomes, is the curriculum in which this skill is most frequently applied. The integrated skill KB2.7.Comparison has been used in three learning outcomes, which are included in the curricula of Preschool, Social Studies, Turkish Republic Revolution History and Kemalism (8th grade) courses. The integrated skill SBAB4.2.Interpreting Change and Continuity with Causes and Consequences has been used in 11 learning outcomes. Their distribution in the curricula is as follows: History, four; Social Studies, three; Turkish Republic Revolution History and Kemalism (8th grade) two, and Geography, two. The integrated skill SBAB4.3.Making Future-Oriented Predictions Based on Evidence, Observation, and Experience Related to Change and Continuity is found in three learning outcomes. These are distributed as two in Social Studies and one in Geography. All four learning outcomes written with the integrated skills of Perceiving Change and Continuity are also included in the Geography course curriculum. The integrated skills of Perceiving Change and Continuity, SBAB4.1. Sequencing and KB.2.20 Synthesis have not been used in the curricula.

The fifth most frequently used SBAB in the CTEM is SBAB5 (Social Participation) with 20 learning outcomes. This skill has been used in the curriculum of Social Studies (f =8), Human Rights, Citizenship, and Democracy (f=4), Life Studies (f=4), History (f=2), and Preschool (f=2). The most frequently used integrated skill of Social Participation is SBAB5.3.Idea Generation with seven learning outcomes. Three of these learning outcomes are in the Social Studies curriculum, two in the Human Rights, Citizenship, and Democracy curriculum, one in the Preschool curriculum, and one in the History curriculum. Two learning outcomes were written with the integrated skill KB.2.8 Inquiry, and these learning outcomes are in the Social Studies curriculum. Three learning outcomes have been written with the integrated skill SBAB5.1.Establishing Social Contact, two of which are in the

Preschool curriculum and one in the Life Studies curriculum. One learning outcome has been used in the Human Rights, Citizenship, and Democracy curriculum with the integrated skill SBAB5.2.Ensuring Group Dynamics. The integrated skill SBAB5.4.Negotiating is used in five learning outcomes: two in Life Skills, one in Human Rights, Citizenship, and Democracy, one in Social Studies, and one in History. The integrated skill SBAB5.5.Converting Ideas into Action has been used in one learning outcome, which is included in the curriculum of the Social Studies course. There is also a learning outcome in the Social Studies course curriculum that uses all the integrated skills in this area.

SBAB1 (Perceiving Time and Chronological Thinking) is the sixth most frequently used SBAB in the CTEM with 16 learning outcomes. This skill has been used in the curriculum of Preschool (f=6), History (f=5), Turkish Republic Revolution History and Kemalism (12th grade) (f=3), and Turkish Republic Revolution History and Kemalism (8th grade) (f=2) courses. Five learning outcomes have been written with the integrated skill KB2.7.Comparison, and their distribution according to the curricula is as follows: three in Preschool, one in Turkish Republic Revolution History and Kemalism (8th grade), and one in History. The integrated skill SBAB1.1.Transformation has not been used in any curricula. The integrated skill SBAB1.2.Sequencing has been identified in two learning outcomes, both of which are in the Preschool education program. The most frequently used integrated skill of SBAB1 is KB2.17.Evaluation, with nine learning outcomes. The distribution of these learning outcomes according to the curricula is as follows: History, four; Turkish Republic Revolution History and Kemalism (12th grade) three, Turkish Republic Revolution History and Kemalism (8th grade) one, and Preschool, one.

In the most frequently used SBAB ranking within the CTEM, the sixth position is shared by SBAB1 and SBAB8 (Geographic Inquiry) with 16 learning outcomes. This skill has been used in the curricula of Geography (f=12), Social Studies (f=2), and Preschool (f=2) courses. The number of learning outcomes in which all five integrated skills of SBAB8 are used and the curriculum in which they are used are also noteworthy. The number of learning outcomes in which all integrated skills of this skill are used is 12, all of which are included in the Geography curriculum. Two learning outcomes have been prepared using the integrated skill SBAB8.1.Asking Geographical Questions, both of which are included in the Preschool education curriculum. Two learning outcomes have also been prepared using the integrated skill SBAB8.4.Analyzing Geographic Information is included in the Social Studies course curriculum.

SBAB14 (Philosophical Reasoning) is the seventh most frequently used SBAB in the CTEM, with 14 learning outcomes. SBAB14 has only been used in the Philosophy course curriculum. Seven learning outcomes have been prepared for this skill with all its integrated skills, one learning outcome with the integrated skill SBAB14.1.Understanding Philosophical Problems and one learning outcome with the integrated skill KB2.14.Interpretation.

The eighth most frequently used SBAB in the CTEM is SBAB11 (Table, Graph, Figure, and Diagram) with 11 learning outcomes. SBAB11 is used intensively in the Geography (f=7) course curriculum, but it is also used in the Preschool (f=2), Social Studies (f=1), and Turkish Republic Revolution History and Kemalism (8th grade) (f=1) course curricula. None of the integrated skills of this social sciences skill, which has two integrated skills, have been used together in any learning outcome. The integrated skill SBAB11.1.Reading and Interpreting Tables, Graphs, Figures, and/or Diagrams were used in seven learning outcomes, which were distributed across the curricula as follows: Geography (f=4), Preschool (f=1), Social Studies (f=1), and Turkish Republic History and Kemalism (8th grade) (f=1). The integrated skill SBAB11.2.Preparing Tables, Graphs, Figures, and Diagrams has been used in four learning outcomes distributed across the curriculum as follows: Geography (f=3) and Preschool (f=1).

The ninth most frequently used SBAB in the CTEM is SBAB10 (Map) with 10 learning outcomes. SBAB10 mainly used in the Geography (f=6) course curriculum, but it is also used in the Preschool (f=3) and Social Studies (f=1) course curricula. The integrated skill SBAB10.1.Map Reading is used

in two learning outcomes, which are included in the Preschool and Social Studies course curricula. The integrated skill SBAB10.2.Map Analysis is used in one learning outcome in the Preschool curriculum. The integrated skill SBAB10.3.Drawing Conclusions from Maps is used only in the Geography curriculum with two learning outcomes. The integrated skill SBAB10.4.Creating Maps is used in two learning outcomes in the Preschool and Geography courses curricula. Three learning outcomes have been prepared for all integrated skills in this skill, all of which are included in the Geography course curriculum.

SBAB16 (Critical Sociological Thinking) is the tenth most frequently used SBAB in the CTEM, with nine learning outcomes. The learning outcomes written with SBAB16 are in the Religious Culture and Moral Knowledge (primary-secondary schools) (f=5) and Preschool (f=4) course curricula. The integrated skill KB2.4.Analysis is used in four learning outcomes, and the distribution of these learning outcomes in the curricula is three in Preschool and one in Religious Culture Moral Knowledge (primary-secondary schools). The integrated skill KB2.8.Inquiry is used in two learning outcomes, which are included in the curriculum of the Preschool and Religious Culture and Moral Knowledge (primary-secondary schools) curricula. Two learning outcomes have been prepared with the integrated skill KB2.20.Synthesis, both of which are included in the Religious Culture and Moral Knowledge (primary-secondary schools) course curriculum. One learning outcome has been prepared with the integrated skill KB3.3.Critical Thinking and is included in the curriculum of the Religious Culture and Moral Knowledge (primary-secondary schools) course.

The eleventh SBAB most frequently used in the CTEM is SBAB15 (Expressing Philosophical Thought) with six learning outcomes. SBAB15 has only been used in the Philosophy course curriculum. Learning outcomes were created by applying all the integrated skills of this skill.

The twelfth most frequently used SBAB in the CTEM is SBAB9 (Geographic Observation and Fieldwork) which has four learning outcomes. Although most learning outcomes written with SBAB9 are included in the Preschool (f=3) education program, one learning outcome is also included in the Geography course curriculum. The integrated skill SBAB9.1.Preparing for Geographic Observation and Fieldwork is used in one learning outcome and is included in the Preschool education program. The integrated skill SBAB9.2.Application in Geographic Observation and Fieldwork is also used in one learning outcome in the Preschool education program. The integrated skill SBAB9.6.Reporting Information Obtained from Geographic Observation and Fieldwork is also used in a learning outcome in the Preschool education program. The only one learning outcome in which all integrated skills of this area skill are used is in the Geography course curriculum.

The thirteenth most frequently used SBAB in the CTEM, SBAB17 (Historical Problem Analysis and Decision-Making) with three learning outcomes. SBAB17 has been used in three curricula, and learning outcomes have been prepared using all the integrated skills in each program. These learning outcomes are included in the curricula of Turkish Revolution History and Kemalism (8th grade) (f=1), History (f=1), and Turkish Revolution History and Kemalism (12th grade) (f=1) courses.

SBAB6 (Entrepreneurship) is the fourteenth SBAB most frequently used in the CTEM, with two learning outcomes. This skill has only been used in the curriculum of the Social Studies course. One of the learning outcomes was written using the integrated skill SBAB6.2.Resource Management, while the other learning outcomes were prepared using all the integrated skills.

Another SBAB that shares the fourteenth most frequently used SBAB6 in the CTEM is SBAB13 (Philosophical Inquiry). While all integrated skills of this area skill are used in the two learning outcomes written with this skill, both learning outcomes are included in the Philosophy course curriculum.

3.3. Levels of Social Science Skills Integration in the 2024 CTEM Curricula

Social science skills (SBAB) in the CTEM are structured hierarchically through 78 integrated skills. For instance, SBAB2 is composed of six integrated skills, which are coded sequentially (SBAB2.1–SBAB2.6) to reflect this hierarchical organization. Of the 16 social science skills represented in the

curricula, 14 were fully integrated—i.e., used together with all their integrated skills—in 52 learning outcomes across different curricula. However, the findings indicate that most learning outcomes were constructed using only a subset of the integrated skills associated with a given SBAB. Accordingly, this section examines both the holistic (full) and partial use of social science skills in learning outcomes and evaluates the level of skill development based on the highest-level integrated skill employed in cases of partial use. In the tables presented in this section, learning outcomes are color-coded as follows: outcomes in which multiple integrated skills are used but the highest-level integrated skill is absent are shown in blue; outcomes in which integrated skills are partially used but include the highest-level integrated skill are shown in red; and outcomes in which all integrated skills are used are shown in yellow.

3.3.1. Levels of Social Science Skills Integration in the Preschool Education Program

In the preschool education program published in 2024, student levels are determined according to children's developmental levels as 36-48 months, 48-60 months, and 60-72 months. In the Preschool education program, subject area skills are defined as follows: Turkish subject area skills (f=37), Mathematics subject area skills (f=33), Science subject area skills (f=21), Social subject area skills (f=31), Movement and Health skills (f=35), Art skills (f=12), and Music skills (f=47) (MoNE, 2024c). There are 11 social skills in the preschool education program, 10 of which are SBABs defined in the CTEM. However, a social area skill called "SBAB17.Finance" is also included in this program (MoNE, 2024c, p. 277). Since there is no social sciences skill named "Finance" in the CTEM, the two learning outcomes prepared under this skill have not been considered (Table 2). Upon examining the program, the total number of learning outcomes across all periods is 216.

Table 2

Levels of Social Science Skills (SBAB) Integration in the Preschool Education Program

Level	Learning Outcome	Social science skills	Level
36-48 Months	SAB.1.	SBAB1.Time Perception and Chronological Thinking	1/4
	SAB.2.	SBAB16.Critical and Sociological Thinking	1/4
48-60 Months	SAB.1.	SBAB1.Time Perception and Chronological Thinking	1/4
	SAB.2.		3/4
	SAB.3.	SBAB5.Social Participation	2/6
	SAB.4.	SBAB8.Geographic Inquiry	1/5
	SAB.5.	SBAB7.Spatial Thinking	1/11
	SAB.6.	SBAB16.Critical and Sociological Thinking	1/4
60-72 Months	SAB.1.	SBAB1.Time Perception and Chronological Thinking	1/4
	SAB.2.		3/4
	SAB.3.		4/4
	SAB.4.	SBAB2.Evidence-Based Research and Inquiry	1/6
	SAB.5.		3/6
	SAB.6.		5/6
	SAT.7.	SBAB4.Perceiving Change and Continuity	1/5
	SAB.8.	SBAB5.Social Participation	2/6
	SAB.9.	SBAB7.Spatial Thinking	1/11
	SAB.10.		2/11
	SAB.11.	SBAB8.Geographic Querying	1/5
	SAB.12.	SBAB9.Geographic Observation and Fieldwork	1/6
	SAB.13.		2/6
	SAB.14.		6/6
	SAT.15.	SBAB10.Map	1/4
	SAB.16.		2/4
	SAB.17.		4/4
	SAB.18.	SBAB11.Tables, Graphs, Figures, and Diagrams	1/2
	SAB.19.		2/2
	SAB.20.	SBAB16.Critical and Sociological Thinking	1/4
	SAB.21.		2/4

Social science skills (SBAB) have been used in 29 social field learning outcomes (MoNE, 2024c). SBAB have been integrated at the highest level in only three of these learning outcomes. Not all of the integrated skills related to SBAB have been implemented in the 29 learning outcomes where SBAB is used in the preschool education program.

3.3.2. Levels of Social Science Skills Integration in the Life Studies Course Curriculum

The Life Studies course curriculum implements 66 learning outcomes in grades 1, 2, and 3 of primary school. SBAB were used among the basic, conceptual, social-emotional, and field skills in these learning outcomes (MoNE, 2024d).

Table 3

Levels of Social Science Skills (SBAB) Integration in the Life Studies Course Curriculum

Grade	Learning Area	Learning Outcome	Social science skills	Level
1	Science, Technology, and Art	HB.1.6.1.	SBAB2.Evidence-Based Research and Inquiry	1/6
		HB.1.6.2.		1/6
		HB.1.6.3.		1/6
2	I and My School	HB.2.1.4.	SBAB5.Social Participation	2/6
	Where I Live and My Country of Birth	HB.2.4.1.	SBAB7.Spatial Thinking	6/11
		HB.2.4.2.	SBAB2.Evidence-Based Research and Inquiry	2/6
	Science, Technology, and Art	HB.2.6.1.	SBAB2.Evidence-Based Research and Inquiry	2/6
3	I and My School	HB.3.1.1.	SBAB5.Social Participation	4/6
		HB.3.1.3.		6/6
	My family and community	HB.3.3.2.	SBAB5.Social Participation	6/6
	Where I Live and My Country of Birth	HB.3.4.2.	SBAB2.Evidence-Based Research and Inquiry	2/6
	Nature and the Environment	HB.3.5.2.	SBAB7.Spatial Thinking	1/11
		HB.3.5.4.	SBAB2.Evidence-Based Research and Inquiry	2/6
	Science, Technology, and Art	HB.3.6.3.	SBAB2.Evidence-Based Research and Inquiry	2/6

SBAB were used in 14 learning outcomes in the Life Studies course curriculum. Considering the cognitive level of primary school students, SBAB were used at the highest level in only two (14%) of the 14 learning outcomes. None of the SBAB used in the 14 learning outcomes included in the Life Studies course curriculum fully used all of the related integrated skills.

3.3.3. Levels of Social Science Skills Integration in the Human Rights, Citizenship, and Democracy Course Curriculum (4th grade)

The Human Rights, Citizenship, and Democracy course curriculum, which was published in 2024, includes 13 learning outcomes (MoNE, 2024e).

Table 4

Levels of Social Science Skills (SBAB) Integration in the Human Rights, Citizenship, and Democracy Course Curriculum (4th grade)

Learning Area	Learning Outcome	Social science skills	Level
I Exist with My Rights as a Child	IHVD.4.1.2.	SBAB2.Evidence-Based Research and Inquiry	6/6
I Am an Active Citizen	HVD.4.3.4.	SBAB5.Social Participation	4/6
Democracy in My Life	IHVD.4.4.1.	SBAB5.Social Participation	3/6
	IHVD.4.4.3.		4/6
	IHVD.4.4.2.		5/6

Five of the learning outcomes included in the 2024 Human Rights, Citizenship, and Democracy course curriculum were written using the social science skills. Only one of these learning outcomes is written at the highest level.

3.3.4. Levels of Social Science Skills Integration in the Social Studies Course Curriculum

The Social Studies course curriculum has 71 learning outcomes (MoNE, 2024a). SBAB have been used in 32 learning outcomes in the Social Studies course curriculum (Table 5). While all integrated skills of the SBABs used in three learning outcomes are utilized, the highest level of the SBABs used in seven learning outcomes is employed.

Table 5
Levels of Social Science Skills (SBAB) Integration in the Social Studies Course Curriculum

Grade	Learning Area	Learning Outcome	Social science skills	Level
4	Living Together	SB.4.1.3.	SBAB5.Social Participation	4/6
	Our Home is the World	SB.4.2.1.	SBAB10.Map	1/4
		SB.4.2.3.	SBAB2.Evidence-Based Research and Inquiry	6/6
	Our Shared Heritage	SB.4.3.1.	SBAB4.Perceiving Change and Continuity	1/5
	Our Living Democracy	SB.4.4.1.	SBAB2. Evidence-Based Research and Inquiry	5/6
		SB.4.4.3.	SBAB5. Social Participation	4/6
	Economics in our lives	SB.4.5.1.	SBAB11.Tables, Graphs, Figures, and Diagrams	1/2
		SB.4.5.3.	SBAB8.Geographic Inquiry	4/5
	Technology and the Social Sciences	SB.4.6.2.	SBAB3.Historical Empathy	2/3
5	Living Together	SB.5.1.3.	SBAB5.Social Participation	6/6
	Our Home is the World	SB.5.2.1.	SBAB7.Spatial Thinking	1/11
		SB.5.2.2.	SBAB4.Perceiving Change and Continuity	3/5
		SB.5.2.3.	SBAB5.Social Participation	6/6
	Our Shared Heritage	SB.5.3.1.	SBAB2.Evidence-Based Research and Inquiry	6/6
		SB.5.3.2.	SBAB3.Historical Empathy	3/3
	Our Living Democracy	SB.5.4.3.	SBAB5.Social Participation	1/6
	The Economy in Our Lives	SB.5.5.2.	SBAB6.Entrepreneurship	4/5
	Technology and the Social Sciences	SB.5.6.2.	SBAB2 Evidence-Based Research and Inquiry	6/6
6	Living Together	SB.6.1.3.	SBAB5.Social Participation	5/6
	Our Home is the World	SB.6.2.1.	SBAB7.Spatial Thinking	1/11
		SB.6.2.2.		3/11
	Our Shared Heritage	SB.6.3.3.	SBAB3.Historical Empathy	2/3
	Economics in our lives	SB.6.5.2.	SBAB4.Perceiving Change and Continuity	5/5
		SB.6.5.3.	SBAB6.Entrepreneurship	5/5
7	Living Together	SB 7.1.1.	SBAB5.Social Participation	1/6
		SB.7.1.2.		4/6
	Our Shared Heritage	SB.7.3.2.	SBAB4.Perceiving Change and Continuity	3/5
		SB.7.3.3.	SBAB2.Evidence-Based Research and Inquiry	6/6
	Our Living Democracy	SB.7.4.3.	SBAB3.Historical Empathy	1/3
	Economics in our lives	SB.7.5.1.	SBAB4.Perceiving Change and Continuity	3/5
		SB.7.5.2.	SBAB8.Geographic Inquiry	4/5
	Technology and the Social Sciences	SB.7.6.1.	SBAB4.Perceiving Change and Continuity	5/5

3.3.5. Levels of Social Science Skills Integration in the Curriculum of the Religious Culture and Moral Knowledge Course (Primary-Secondary Schools)

The curriculum of the Religious Culture and Moral Knowledge course curriculum (primary-secondary) consists of 96 learning outcomes (MoNE, 2024f).

Table 6

Levels of Social Science Skills (SBAB) Integration in the Religious Culture and Moral Knowledge Course Curriculum

Grade	Unit	Learning Outcome	Social science skills	Level
6	The Prophet Muhammad Before His Prophethood	DKAB.6.4.1.	SBAB3.Historical Empathy	2/3
		DKAB.6.4.2.		1/3
		DKAB.6.4.3.		3/3
7	Prophet Muhammad	DKAB.7.4.1.	SBAB3.Historical Empathy	1/3
		DKAB.7.4.2.		2/3
		DKAB.7.4.3.		3/3
8	Belief in Destiny	DKAB.8.1.3.	SBAB16.Critical Sociological Thinking	4/4
	Religion and Social Life	DKAB.8.3.2.	SBAB3.Historical Empathy	3/3
		DKAB.8.3.1.	SBAB16.Critical Sociological Thinking	3/4
	The Quran and Islam	DKAB.8.4.3.	SBAB16.Critical Sociological Thinking	1/4
		DKAB.8.4.1.		3/4
	Contribution of Muslims to Science and Culture	DKAB.8.5.3.	SBAB3.Historical Empathy	2/3
		DKAB.8.5.2.	SBAB16.Critical Sociological Thinking	2/4

Social science skills (SBAB) have been used in 13 learning outcomes in the curriculum of the Religious Culture and Moral Knowledge course. Four of these learning outcomes were written at the highest level of the SBAB.

3.3.6. Levels of Social Science Skills Integration in the Turkish Republic Revolution History and Kemalism Course Curriculum (8th grade)

The Turkish Republic Revolution History and Kemalism course curriculum has 15 learning outcomes (MoNE, 2024g).

Table 7

Levels of Social Science Skills (SBAB) Integration in the Turkish Republic Revolution History and Kemalism (8th grade) Course Curriculum

Unit	Learning Outcome	Social science skills	Level
The Life of Mustafa Kemal	ITA.8.1.1.	SBAB3.Historical Empathy	1/3
	ITA.8.1.2.	SBAB2. Evidence-Based Research and Inquiry	6/6
World War I	ITA.8.2.1.	SBAB3 Historical Empathy	2/3
	ITA.8.2.5.		3/3
	ITA.8.2.2.	SBAB17.Analysis of Historical Problems and Decision Making	2/2
	ITA.8.2.4.	Sbab11. Tables, Graphs, Figures, and Diagrams	1/2
National Struggle	ITA.8.3.1.	SBAB1.Perceiving Time and Chronological Thinking	1/4
	ITA.8.3.2.		4/4
	ITA.8.3.3.	SBAB4.Perceiving Change and Continuity	3/5
	ITA.8.3.4.	SBAB2.Evidence-Based Research and Inquiry	6/6
The Founding of the Republic of Türkiye and its Revolutions	ITA.8.4.2.	SBAB4.Perceiving Change and Continuity	3/5

Eleven learning outcomes included in the Turkish Republic Revolution History and Kemalism course curriculum are written using SBAB. While all integrated skills of SBAB are used in four of these learning outcomes, the highest level of SBAB is used in one of these learning outcomes.

3.3.7. Levels of Social Science Skills Integration in the History Course Curriculum

The 2024 History course curriculum includes 38 learning outcomes (MoNE, 2024h).

Table 8

Levels of Social Science Skills (SBAB) Integration in the History Course Curriculum

Grade	Unit	Learning Outcome	Social science skills	Level
9	History in the Past Construction Process	TAR.9.1.1.	SBAB2.Evidence-Based Research and Inquiry	5/6
		TAR.9.1.2.		3/6
		TAR.9.1.4.	SBAB1.Perceiving Time and Chronological Thinking	4/4
	Ancient Civilizations	TAR.9.2.1.	SBAB1.Time Perception and Chronological Thinking	4/4
		TAR.9.2.4.	SBAB2.Evidence-Based Research and Inquiry	5/6
		TAR.9.2.5.	SBAB3.Historical Empathy	3/3
	Medieval Civilizations	TAR.9.3.1.	SBAB4.Perceiving Change and Continuity	3/5
		TAR.9.3.3.	SBAB7.Spatial Thinking	5/11
		TAR.9.3.4.	SBAB2. Evidence-Based Research and Inquiry	6/6
10	From Turkistan to Türkiye (1040-1299)	TAR.10.1.1.		1/4
		TAR.10.1.4.	SBAB1Time Perception and Chronological Thinking	4/4
		TAR.10.1.2.	SBAB4.Perceiving Change and Continuity	3/5
	From Principality to State: The Ottoman Empire (1299-1453)	TAR.10.2.2.	SBAB2.Evidence-Based Research and Inquiry	5/6
		TAR.10.2.4.		4/6
		TAR.10.2.5.	SBAB5.Social Participation	4/6
	The Ottoman Empire (1453-1683)	TAR.10.3.2.	SBAB2.Evidence-Based Research and Inquiry	5/6
		TAR.10.3.5.		6/6
		TAR.10.3.4.	SBAB5.Social Participation	5/6
		TAR.10.3.3.	SBAB3.Historical Empathy	2/3
11	The Ottoman Empire in a Changing World (1683-1789)	HIST.11.1.1.	SBAB1.Time Perception and Chronological Thinking	4/4
		TAR.11.1.2.	SBAB2.Evidence-Based Research and Inquiry	5/6
		TAR.11.1.4.	SBAB4.Perceiving Change and Continuity	3/5
	The Ottoman Empire's Transformation Process (1789-1908)	TAR.11.2.1.	SBAB4.Perceiving Change and Continuity	3/5
		TAR.11.2.3.	SBAB2.Evidence-Based Research and Inquiry	5/6
		TAR.11.2.4.	SBAB17.Analysis of Historical Problems and Decision Making	2/2
	The Ottoman Empire in the Vortex of War (1908-1918)	TAR.11.3.1.	SBAB3.Historical Empathy	2/3
		HIST.11.3.2.		3/3
		HIST.11.3.3.	SBAB2.Evidence-Based Research and Inquiry	6/6

SBAB were used in 28 learning outcomes of the 2024 History course curriculum. While all integrated skills of SBAB were used in six of these learning outcomes, the highest level of SBAB was used in four learning outcomes.

3.3.8 Levels of Social Science Skills Integration in the Turkish Republic Revolution History and Kemalism Course Curriculum (12th grade)

The 2024 Turkish Revolution History and Kemalism course curriculum includes 16 learning outcomes (MoNE, 2024i).

Table 9

Levels of Social Science Skills (SBAB) Integration in the Turkish Republic Revolution History and Kemalism (12th Grade) Course Curriculum

Unit	Learning Outcome	Social science skills	Level
The Birth of the Modern Turkish State	ITA.12.1.2.	SBAB3.Historical Empathy	3/3
	ITA.12.1.3.	SBAB1.Perceiving Time and Chronological Thinking	4/4
	TA.12.1.5.	SBAB4. Perceiving Change and Continuity	1/5
The Turkish Revolution and Kemalism	ITA.12.2.1.	SBAB4. Perceiving Change and Continuity	3/5
	ITA.12.2.2.	SBAB1.Perceiving Time and Chronological Thinking	4/4
Türkiye from World War II to the Globalization Process	ITA.12.3.2.	SBAB17.Analysis of Historical Problems and Decision Making	2/2
	ITA.12.3.3.	SBAB4.Perceiving Change and Continuity	3/5
	ITA.12.3.4.	SBAB2.Evidence-Based Research and Inquiry	5/6
	ITA.12.3.6.		6/6
	ITA.12.3.5.	SBAB1.Perceiving Time and Chronological Thinking	4/4

SBAB were used in 10 of the learning outcomes of the 2024 Turkish Republic Revolution History and Kemalism course curriculum. Three of these skills included all integrated SBAB, while three used the highest level of SBAB.

3.3.9. Levels of Social Science Skills Integration in the Geography Course Curriculum

The 2024 Geography course curriculum includes 76 learning outcomes (MoNE, 2024b).

Table 10

Levels of Social Science Skills (SBAB) Integration in the Geography Course Curriculum

Grade	Unit	Learning Outcome	Social science skills	Level
9	Nature of Geography	COĞ.9.1.2.	SBAB7.Spatial Thinking	11/11
	Spatial Information Technologies (SITs)	COĞ.9.2.2.	SBAB7.Spatial Thinking	1/11
		COĞ.9.2.1.	SBAB10. Map	4/4
	Natural Systems and Processes	COĞ.9.3.4.	SBAB4.Perceiving Change and Continuity	5/5
		COĞ.9.3.3.	SBAB11.Tables, graphs, figures, and diagrams	2/2
9	Human Systems and Processes	COĞ.9.4.4.	SBAB8.Geographic Inquiry	5/5
		COĞ.9.4.2.	SBAB10.Map	3/4
		COĞ.9.4.1.	SBAB11.Table, Graph, Figure, and Diagram	1/2
		COĞ.9.4.3.		
	Economic Activities	COĞ.9.5.1.	SBAB8.Geographic Query	5/5
	Disasters and a Sustainable Environment	COĞ.9.6.3.	SBAB11.Tables, Graphs, Figures, and Diagrams	1/2
10	Nature of Geography	COĞ.10.1.1.	SBAB7.Spatial Thinking	5/11
	Spatial Information Technologies (SITs)	COĞ.10.2.2.	SBAB10.Maps	4/4
	Natural Systems and Processes	COĞ.10.3.5.	SBAB8.Geographic Inquiry	5/5
		COĞ.10.3.4.	SBAB9.Geographic Observation and Fieldwork	6/6
	Human Systems and Processes	COĞ.10.4.1.	SBAB8.Geographic Inquiry	5/5
	Economic Activities and Their Effects	COĞ.10.5.2.	SBAB11.Tables, Graphs, Figures, and Diagrams	1/2
		COĞ.10.5.3.		2/2
	Disasters and a Sustainable Environment	COĞ.10.6.1.	SBAB8.Geographic Inquiry	5/5
		COĞ.10.6.2.	SBAB7.Spatial Thinking	3/11
	Regions, Countries, and Global Connections	COĞ.10.7.1.	SBAB7.Spatial Thinking	9/11
	Spatial Information Technologies (SITs)	COĞ.11.2.1.	SBAB10.Maps	4/4

11	Natural Systems and Processes	COĞ.11.3.2.	SBAB8.Geographic Inquiry	5/5
	Human Systems and Processes	COĞ.11.4.1.	SBAB7.Spatial Thinking	10/11**
		COĞ.11.4.2.		
	Economic Activities and Their Effects	COĞ.11.5.4.	SBAB4.Perceiving Change and Continuity	5/5
		COĞ.11.5.5.	SBAB7.Spatial Thinking	5/11
		COĞ.11.5.1.	SBAB8.Geographic Inquiry	5/5
	Disasters and a Sustainable Environment	COĞ.11.6.3.	SBAB8.Geographic Inquiry	5/5
	Regions, Countries, and Global Connections	COĞ.11.7.3.	SBAB7.Spatial Thinking	4/11
		COĞ.11.7.1.		5/11
		COĞ.11.7.4.	SBAB11.Tables, Graphs, Figures, and Diagrams	2/2
12	Nature of Geography	COĞ.12.1.1.	SBAB4.Perceiving Change and Continuity	5/5
	Spatial Information Technologies (SITs)	COĞ.12.2.1.	SBAB10.Map	4/4
	Natural Systems and Processes	COĞ.12.3.2.	SBAB8.Geographic Inquiry,	5/5
		COĞ.12.3.3.	SBAB10.Map	3/4
	Human Systems and Processes	COĞ.12.4.2.	SBAB7.Spatial Thinking	4/11
		COĞ.12.4.1.	SBAB8.Geographic Inquiry	5/5
	Economic Activities and Their Effects	COĞ.12.5.1.	SBAB4.Perceiving Change and Continuity	5/5
		COĞ.12.5.2.	SBAB7.Spatial Thinking	3/11
		COĞ.12.5.3.	SBAB8.Geographic Inquiry	5/5
	Disasters and a Sustainable Environment	COĞ.12.6.2.	SBAB4.Perceiving Change and Continuity	5/5
		COĞ.12.6.1.	SBAB8.Geographic Inquiry	5/5
	Regions, Countries, and Global Connections	COĞ.12.7.2.	SBAB7.Spatial Thinking	4/11
		COĞ.12.7.4.		

* 4 integrated skills have been used.
** 8 integrated skills were used.

The Geography course curriculum includes 45 learning outcomes written using SBAB. While 19 of these learning outcomes incorporate all of the integrated skills of SBAB, seven learning outcomes incorporate the highest level of SBAB. Another noteworthy aspect of the Geography course curriculum is that some of the integrated skills of certain SBAB are used in the same learning outcome. In this context, there are two learning outcomes.

3.3.10. Levels of social science skills integration in the Philosophy course curriculum

There are 22 learning outcomes in the Philosophy course curriculum (MoNE, 2024j). All learning outcomes of the 2024 philosophy course curriculum have used SBAB (Table 11). These SBAB are limited to three SBAB. All integrated skills of the SBAB used in 15 of these learning outcomes are included.

Table 11

Levels of Social Science Skills (SBAB) Integration in the Philosophy Course Curriculum

Grade	Unit	Learning Outcome	Social science skills	Level
10	The Nature of Philosophy	FEL.10.1.1.	SBAB13.Philosophical Inquiry	5/5
		FEL.10.1.2.		5/5
	Philosophy, Logic, and Argumentation	FEL.10.2.1.	SBAB14.Philosophical Reasoning	3/4
	The Philosophy of Being	FEL.10.3.1.	SBAB14.Philosophical Reasoning	4/4
	The Philosophy of Knowledge	FEL 10.4.1.	SBAB14.Philosophical Reasoning	4/4
	The Philosophy of Ethics	FEL.10.5.1.	SBAB14.Philosophical Reasoning	4/4

	Esthetics and Philosophy of Art	FEL.10.6.1.	SBAB14.Philosophical Reasoning	4/4
	Political Philosophy	FEL.10.7.1.	SBAB14.Philosophical Reasoning	4/4
	The Philosophy of Religion	FEL.10.8.1.	SBAB14.Philosophical Reasoning	4/4
	The Philosophy of Science	FEL.10.9.1.	SBAB14.Philosophical Reasoning	4/4
11	Environmental Issues and Philosophy	FEL.11.1.1.	SBAB14.Philosophical Reasoning	1/4
		FEL.11.1.2.	SBAB15.Presenting Philosophical Thought	3/3
	Technology and Life	FEL.11.2.1.	SBAB14.Philosophical Reasoning	1/4
		FEL.11.2.2.	SBAB15.Expressing Philosophical Thought	3/3
	Reason and Faith	FEL.11.3.1.	SBAB14.Philosophical Reasoning	1/4
		FEL.11.3.2.	SBAB15.Expressing Philosophical Thought	3/3
	Literature and Philosophy	FEL.11.4.1.	SBAB14.Philosophical Reasoning	1/4
		FEL.11.4.2.	SBAB15.Presenting Philosophical Thought	3/3
	Meaning of Life	FEL.11.5.1.	SBAB14.Philosophical Reasoning	1/4
		FEL.11.5.2.	SBAB15.Expressing Philosophical Thought	3/3
	Law and Philosophy	FEL.11.6.1.	SBAB14.Philosophical Reasoning	1/4
		FEL.11.6.2.	SBAB15.Presenting Philosophical Thought	3/3

3.3.11. Levels of Social Science Skills Integration in the Life of Our Prophet Course Curriculum (Secondary education)

The Life of Our Prophet course curriculum includes 38 learning outcomes (MoNE, 2024k).

Table 12

Levels of Social Science Skills (SBAB) Integration in the Life of Our Prophet Course Curriculum

Grade	Unit	Learning Outcome	Social science skills	Level
9	To the Dearest Friend	PH.9.4.1.	SBAB3.Historical Empathy	3/3
10	An Important City in the Life of Our Prophet: Taif	PH.10.1.1.	SBAB3. Historical Empathy	3/3

SBAB was used in two learning outcomes of the Life of Our Prophet course curriculum, and the historical empathy skill has been used with all its integrated skills in both competence areas.

4. Discussion, Conclusions, and Recommendations

The Century of Türkiye Education Model (CTEM), which adopts a skills-based approach and emphasizes students' holistic development, includes three different skill groups. Within the scope of this model, an analysis of all CTEM curricula (N = 26) published in 2024 indicates that the predominant trend is the use of conceptual skills (KB1, KB2, KB3) or field-specific skills (Science, Mathematics, Turkish, Social Sciences, etc.). The findings reveal a limited integration of social science skills in curricula associated with the domains of social sciences and religious studies (n = 11/26; ~42%). The curricula included the following: Preschool Education Program; Life Studies; Human Rights, Citizenship and Democracy (Grade 4); Social Studies; Religious Culture and Moral Knowledge (primary and secondary levels); Turkish Republic Revolution History and Kemalism (Grades 8 and 12); History; Geography; Philosophy; and Life of Our Prophet. Out of a total of 2,939 learning outcomes identified in the curricula examined, SBAB were observed in only 211 (7%), also indicating a limited level of inclusion. The most frequently used SBAB are, SBAB2.Evidence-Based Inquiry and Research skill (f=32), SBAB7.Spatial Thinking skill (f=23) and SBAB3.Historical Empathy (f=22). The least frequently included SBAB in the curricula are SBAB17.Historical Problem Analysis and Decision-Making (f=3), SBAB6.Entrepreneurship (f=2) and SBAB13.Philosophical Inquiry (f=2). Sixteen of the 17 SBAB identified in these curricula. SBAB12.Logical Reasoning skill was excluded in any curricula. Furthermore, the integrated skills SBAB1.1Transformation, SBAB7.7. Spatial Hierarchy Analysis and SBAB7.8. Integration of Spatial Transition-Related Inference were used in any of the curricula. The most frequently used integrated skills of the social sciences in the 2024 curricula are SBAB2.5.Interpreting Sources (f=15), SBAB4.2.Interpreting Change and Continuity with Causes and Consequences (f=15),

SBAB8.1.Asking Geographical Questions (f = 14), SBAB8.4.Analyzing Geographical Information (f=14) and SBAB8.5.Reaching Geographical Conclusions and Sharing Them (f=14).

Table 13

Comparative Analysis of Social Science Skills (SBAB) Integration

Curriculum	Number of learning outcomes (f)	Number of learning outcomes that incorporate SBAB Social science skills (f)	Single integrated skill use (f)	Use of multiple sub-level integrated skills (f)	Partial but High-Level Integrated Skill Use (f)	Use of all integrated skills (f)
Preschool	216	29	25	--	4	--
Life Studies	66	14	12	--	2	--
Human Rights, Citizenship, and Democracy	14	5	4	--	1	--
Social Studies	71	32	22	--	7	3
Religious Culture and Moral Knowledge	96	13	9	--	4	--
Turkish Republic Revolution History and Kemalism (8th Grade)	15	11	6	--	1	4
History	38	28	18	--	4	6
Turkish Republic Revolution History and Kemalism (12th Grade)	16	10	4	--	3	3
Geography	76	45	14	2	7	19
Philosophy	22	22	7	--	--	15
The Life of Our Prophet	38	2	--	--	--	2
Total	**668**	**211**	**121**	**2**	**33**	**52**

Table 13 shows comparative analysis of social science skill integration levels across curricula covered by the study: Preschool 13.42%; Life Studies course 21.21%; Human Rights, Citizenship, and Democracy course (4th grade) 35.75%; Social Studies course 45.07%; Religious Culture and Moral Knowledge course (primary-secondary schools) 13.54%; Turkish Republic Revolution History and Kemalism course (8th grade) 73.33%; History course 73.68%; Turkish Republic History and Kemalism course (12th grade) 62.5%; Geography course 59.21%; Philosophy course 100% and Life of Our Prophet course 5.26%. In this context, social science skills usage rates differ in each curricula according to level. It was determined that social science skills were used less frequently (47.07%) in primary education, considering the level of the students, while this rate increased (60.13%) in secondary education.

Social science skills (SBAB) are used in three different ways in curricula. These are: 1) the usage of a single integrated SBAB, 2) the usage of multiple SBAB's integrated skills, and 3) the usage of all SBAB's integrated skills. The number of learning outcomes in which a single integrated SBAB is used in curricula is 121. When comparing the rate of SBAB being used as a single integrated skill in the curriculum, the order is Preschool (f=25, 86.20%), Life Studies (f=12, 85.71%), Human Rights, Citizenship, and Democracy (4th grade) (f=4, 80%), Religious Culture and Moral Knowledge (f=9, 69.23%), History (f=18, 64.28%), Social Studies (f=22, 63.75%), Turkish Republic Revolution History and Kemalism (8th grade) (f=6, 54.54%), Turkish Republic Revolution History and Kemalism (12th grade) (f=4, 40%), Philosophy (f=7, 31.81%), and Geography (f=14, 31.11%)

courses. In addition to the single usage of integrated skills, applications exist where multiple integrated skills are used together, as in the Geography course curriculum.

The number of learning outcomes in the examined curricula where SBAB are used to partially, but at the highest level, utilize integrated skills is 33. The ranking of these curricula in terms of the number of learning outcomes where integrated skills are partially but at the highest level is as follows: Social Studies (f=7, 21.87%), Geography (f=7, 15.55%), Preschool (f=4, 1.85%), Religious Culture and Moral Knowledge (f=4, 30.76%), History (f=4, 14.28%), Turkish Republic Revolution History and Kemalism (12th grade) (f=3, 30%), Life Studies (f=2, 14.28%), Human Rights, Citizenship, and Democracy (4th grade) (f=1, 20%), and Turkish Republic Revolution History and Kemalism (8th grade) (f=1, 9.09%).

It has been determined that all social science skills' integrated skills are used in 52 learning outcomes in curricula. When looking at the SBAB ratios in which all integrated skills are used among the social science skills' used in different courses, the distribution in the curricula is as follows: The Life of Our Prophet (f=2, 100%), Philosophy (f=15, 68.18%), Geography (f=19, 42.22%), History (f=6, 21.42%), Turkish Republic Revolution History and Kemalism (8th grade) (f=4, 36.36%), Social Studies (f=3, 9.37%), Turkish Republic Revolution History and Kemalism (12th grade) (f=3, 30%).

In the CTEM, SBAB were created by combining different numbers of integrated skills. Some skills are formed with only two integrated skills (e.g., SBAB11.Table, Graph, Figure, and Diagram skill), some skills involve a much larger number (e.g., SBAB7.Spatial Thinking skill involves 11 integrated skills). In this model, all integrated skills under a SBAB are applied in the order specified in the model to effectively impart the skills. When creating skill sets in the CTEM, these skills were not classified by level. Skills were separated by level in similar skill sets (e.g., England), and different skills were applied at different levels depending on the student's development level. This situation has led to differences in the usage of integrated skills across levels. For example, in the Social Studies curriculum, all integrated skills of SBAB2.Evidence-Based Inguiry and Research were used in 4 learning outcomes, and the process was completed with SBAB2.6.Evidence-Based Product Creation and Sharing. However, the same skill was only used in SBAB2.6.Evidence-Based Product Creation and Sharing in the History course curriculum. In this case, while all integrated skills were used at the secondary school level, only one integrated skill was used at the high school level. Such situations apply to all social science skills.

In CTEM, field skills are created by combining integrated skills in a systematic structure. A hierarchical (step-by-step) structure exists among these integrated skills. Students can only reach the desired level in the relevant skill by following all the specified integrated skills step by step in the specified order. In this regard, it is important that all the integrated skills listed under the field of social sciences are put into practice. Looking at the implementation in curricula, some integrated skills are not included in any learning outcomes (SBAB1.1., SBAB7.7., and SBAB7.8.). In this case, the relevant social science skills will not be fully acquired by students.

CTEM was developed based on the "K12 Skills Framework Türkiye Holistic Model." The process components in the K12 Skills Framework were determined separately at the preschool (A), primary school (D1), elementary school (D2), and high school (D3) levels to form level groups (Doğan et al. 2023). This planning presents a more systematic and traceable process in terms of the developmental levels of children. However, this distinction has not been applied in the CTEM curricula.

According to the findings, while the learning outcomes and the process components under them are specified in the CTEM Common Text Document, they have not been reflected verbatim in the curricula. To ensure flexibility in the model, the verbs used in the learning outcomes and the process components below them were changed in terms of adaptation to branches and student levels. While this is positive in terms of the model's flexibility, it makes curriculum literacy and the tracking of process components more difficult.

The social science skills defined in the CTEM are used in different curricula and learning outcomes with partial or all process components. This practice can be assumed to be carried out to adapt to content, student level, and lesson duration parameters due to the flexible structure of the CTEM. However, this situation makes it difficult to track competencies and negatively affects the CTEM's comprehensibility.

Considering the research findings, the following recommendations have been made regarding the teaching of social science skills in the CTEM curricula:

1. **Alignment between CTEM and curricula.** First, each social science skills included in the CTEM should be included in at least one curriculum. Second, curricula should be revised to include each of the integrated skills under social sciences skill in at least one curriculum. Third, the usage of different verb forms in the process components makes it difficult to track skills. To maintain the flexibility of the model and facilitate tracking, optional (multiple) verb forms should be included in some process components of the model based on the verbs used in the current curricula.
2. **Alignment between the curricula.** Horizontal and vertical alignment should be monitored and strengthened in terms of the usage of social science skills between curricula belonging to different disciplines.
3. **Different usage of the social science skills**. The research findings show that social sciences skill is implemented in three different ways in curricula. This makes it difficult to determine the level at which social sciences skill is taught. Adopting a standard practice in the usage of social sciences skill and its integrated skills would be beneficial in terms of measuring skills and literacy.
4. **Skills' levels.** It does not seem possible to develop a single model that can be used without modification across all levels of education, from preschool to high school. Instead, skills should be differentiated according to grade level based on students' developmental levels, as with similar skill sets, and different skills should be applied at different levels.
5. **Interdisciplinarity.** The CTEM emphasizes the importance of interdisciplinary and transdisciplinary approaches. As a result of this understanding, science and mathematics skills have been included in the social studies and geography curricula, respectively. The usage of social science skills is limited to disciplines within the scope of social sciences. The usage of social science skills in disciplines other than social sciences will enable the effective teaching of these skills and will strengthen the interdisciplinary and transdisciplinary emphasis of the CTEM curricula.

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