

An Enriched Program Proposal in Teaching Social Studies for Gifted Children*

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ABSTRACT

Review Article

The Gifted and talented students who have a superior potential compared to their peers need a differentiated curriculum. It is considered that the talent domain, potential of intelligence, interest, and development status of the gifted and talented students should be determined, and the curriculum which is to be applied should be differentiated. In this respect, the purpose of the study is to differentiate the social studies curriculum of 4th, 5th, 6th and 7th grades in line with the characteristics, academic, cognitive, and affective expectations of gifted and talented students. In the study, the social studies curriculum is differentiated with the integrated curriculum differentiation method. The document review method, which is one of the qualitative research methods, was used in the data collection process of the study. The content analysis method was used when analyzing the data. A differentiation strategy was determined for the whole class level and for each learning domain separately in accordance with the general characteristics of gifted and talented students, The determined differentiation strategy is composed of affective domain and value objectives, along with thinking, study, and creativity skills. Based on differentiation strategies, cognitive domain, affective domain, value, and skill objectives were determined. Enrichment and reduction practices were made by retaining the present achievements in the curriculum. In the curriculum, in which 68 achievements were differentiated in total, students' creativity, innovation, study and thinking skills, and awareness for national components and social values were prioritized. Social studies curriculum in line with the integrated curriculum model is thought to be an original and framework model for teaching social studies to gifted and talented students.

Key Words: Gifted and talented students, social studies education, curriculum differentiation, integrated education curriculum

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Sosyal Bilgiler Öğretiminde Üstün Yetenekli Çocuklar için Zenginleştirilmiş Program Önerisi*

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ÖZ

Derleme Makale

Akranlarına göre üst düzey potansiyel gösteren üstün yetenekli öğrenciler farklılaştırılmış öğretim programına ihtiyaç duymaktadırlar. Üstün yeteneklilerin yetenek alanı, zekâ potansiyeli, ilgi ve gelişim durumlarının tespit edilmesi ve uygulanacak eğitim programının farklılaştırılması gerektiği düşünülmektedir. Bu açıdan araştırmanın amacını üstün yeteneklilerin karakteristik özelliklerine akademik, bilişsel, duyuşsal beklentilerine uygun sosyal bilgiler 4 ,5, 6 ve 7. sınıf öğretim programının farklılaştırılması oluşturmaktadır. Araştırmada sosyal bilgiler öğretim programı bütünleştirilmiş müfredat farklılaştırma yöntemiyle farklılaştırılmıştır. Araştırmanın veri toplama sürecinde nitel araştırma yöntemlerinden doküman inceleme yöntemi kullanılmıştır. Verilerin analiz edilmesi sürecinde içerik analizi yöntemi kullanılmıştır. Araştırmada üstün yetenekli öğrencilerin genel karakteristik özelliklerine göre programın tüm sınıf düzeyi ve her öğrenme alanı için ayrı ayrı farklılaştırma stratejisi belirlenmiştir. Belirlenen farklılaştırma stratejisi, düşünme, araştırma ve yaratıcılık becerileriyle birlikte, duyuşsal alan ve değer hedeflerinden oluşmaktadır. Farklılaştırma stratejileri temelinde bilişsel alan, duyuşsal alan değer ve beceri hedefleri belirlenmiştir. Ayrıca farklılaştırılan programda yer alan öğrenme alanlarının içeriği bütünleştirilmiş müfredat modeline diğer ortaokul derslerinin öğrenme alanı ve üniteleriyle ilişkilendirilmiştir. Üstün yetenekli öğrencilerin genel potansiyel yetenekleri ve karakteristik özellikleri gözetilerek öğrenme alanları için oluşturulan farklılaştırma stratejisi temelinde kazanımlar farklılaştırılmıştır. Programda yer alan mevcut kazanımlar korunarak zenginleştirme ve daraltma uygulamaları yapılmıştır. Toplamda 68 kazanımın farklılaştırıldığı programda öğrencilerin yaratıcılık, inovasyon, araştırma becerileri, düşünme becerileri ve milli unsurlara ve toplumsal değerlere karşı duyarlılık kazanımı ön planda tutulmuştur. Bütünleştirilmiş müfredat modeline göre farklılaştırılan sosyal bilgiler öğretim programının üstün yetenekli öğrencilere sosyal bilgiler öğretiminde özgün ve çerçeve bir model olacağı düşünülmektedir.

Anahtar Kelimeler: Üstün yetenek, sosyal bilgiler eğitimi, program farklılaştırma, bütünleştirilmiş eğitim programı

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Introduction

Since the 19th century, which is the time of the term “gifted and talented” began to be expressed and investigated scientifically, the basic concept of researches includes intelligence tests and therefore, the term of intelligence. Although the term of intelligence first came into prominence in Ancient Greece, it is seen that it has preserved its importance up to the present (Stenberg, 2005). The first expressions relating to the term of intelligence were depicted by Galton. Galton (1892) suggested that human intelligence includes psychomotor, cognitive, and perceptual process states by simplifying it. Afterward, Binet advocated that the definition of the term of intelligence and its state of measurement can -not be simplified as in the definition of Galton.

Gardner (1993) defined the term of intelligence as a product development capacity that finds its value in a person’s own culture or in a foreign culture, and also it is the ability to find solutions to problems that need to be solved (Özgüven, 2011). Several studies demonstrate that the term of intelligence is complex and sociable. By means of the efforts to define the term of intelligence, the issue of measuring intelligence has also become important and various intelligence tests have been developed within this process. When the historical process of intelligence tests is examined, it is seen that their occurrence dates back to Plato. In fact, Plato stated in his work Republic that education should be provided to artists, statesmen who will rule the government, and fighters who will defend the government. Galton first wrote out whether environmental factors or hereditary factors determine intelligence in his work Hereditary Genius. Besides, Galton emphasized that with the examination of the hereditary aspect of intelligence, some abilities and emotional sensitivity of individuals can be determined by measurements (Galton, 1892).

Alfred Binet achieved in developing the first intelligence test in the first quarter of the 20th century. Binet has studied developing various techniques to detect students who are not mentally competent and to provide special training to the detected students (Staum, 2011). Binet took the first step in the development of modern intelligence tests by developing techniques for calculating students' chronological age and intelligence ages. Along with this process, Lewis Terman developed this test in the United States and began to be known as the "Stanford Binet Test". With this process, several different tests have been developed.

Numerous different terms have been used for special talents from past to present. The terms of being gifted and talented and intellectual giftedness used for people who have special abilities are perceived as the same, and they can be used interchangeably. However, being gifted and talented is a comprehensive term that consists of intellectual giftedness. Different definitions are developed for gifted and talented people in our country and other countries. Since the 19th century when the term gifted and talented started to take part in scientific literature, intelligence tests, which have been used to detect gifted and talented people, are the strongest indicators of being gifted and talented. People who are identified through intelligence tests and score 130 and above at the end of the process are defined as gifted and talented (Ersoy and Avcı, 2001,196).

Lewis Terman is accepted as a pioneer in studying gifted and talented children. Terman, who conducted his first researches in 1921, continued his research for 32 years and carried out studies on more than 1500 gifted and talented people. He published the research results in four volumes (Davis & Rimm, 2004). Gifted and talented people are individuals who differ from normal individuals in the sense of mental, physical, social, and personality characteristics. The term of being gifted and talented is not only a quality that some people are assessed in regards to certain characteristics, but it is the rate and frequency of the characteristics which are observed in all individuals regardless of their ability domain and level (Akarsu, 2004).

In most countries, a differentiated curriculum is applied in the education of gifted and talented students. Especially Russia has applied a curriculum which is scientifically based to special talented students from broad geography (Akarsu, 2004).

Countries such as Sweden, the Netherlands, Norway, and Denmark proposed a solution to the education and career planning of gifted and talented people with individual programs. Each student is exposed to faster and deeper learning experiences than their peers with the guidance of their teachers. However, scientific studies and regulations on the education of gifted and talented students are conducted in universities and gifted and talented people practice centers (Davaslilgil et al., 2004).

Canada is one of the countries where the most effective processes for the education and career planning for gifted and talented people are conducted, and where scientific studies and practices are always supported. The differentiated curriculum in the country in terms of content, depth, diversity, and speed is provided to students within a curriculum.

Universities, institutions, and strategy centers make an investigation and create practices about gifted and talented people. Not only substantial financial supports are given to the education of the gifted and talented people in the country, but career plans are also done in accordance with their talent domains. (Bilgili, 2004).

Although there are differentiation and career planning prohibitions for gifted and talented people in China, educational institutions and career centers where differentiation instructions are applied in the forthcoming periods have been opened. Various practices and scientific studies are conducted for gifted and talented people in countries such as England, Austria, and New Zealand. Although "gymnasiums" in Germany are schools based on the talent domains of gifted and talented students, they enroll students with achievement tests (Akarsu, 2004).

In the history of Turkish education, different practices have been developed and conducted for gifted and talented people from the past to the present. The Enderun School (special school in the ottoman palace), which takes the task of training soldiers, artists, and administrators in the Ottoman Empire, and follows the education process of the gifted and talented people, is one of the institutions where the education of the gifted and talented ones is best organized. Gifted and talented students who were educated at various levels of the Enderun School were fulfilling the duties given by the government according to their abilities (Miller, 1941).

With the proclamation of the Republic, several studies were conducted about the education of gifted and talented students. With the Law No. 1416 on "*Students to be Sent to Foreign Countries*" enacted in 1929, it was intended for gifted students to study abroad (Levent, 2011). In the following years, Law No. 5245 and No. 6660 was enacted to provide gifted and talented students to study abroad. Education and career planning of gifted and talented students are ensured by the primary education institutions regulation, the basic law of national education, the regulation of secondary education institutions, the decree-law numbered 573, the directives of special training centers and science and art centers in the constitution so to ensure that all institutions, organizations and research centers of the country benefit from these talents.

Government programs and annual programs of the state planning organization have taken regulations and recommendations to provide that state institutions and organizations and R&D centers benefit from the gifted and talented students at the utmost.

Some of the higher education institutions in our country are developing new curriculums for the education of the gifted and talented students by developing a project about university for children. In general, the curriculum of children's universities consists of an entertaining and practical curriculum that is prepared in line with problem-solving, creative thinking, critical thinking, and questioning skills. With this structuring element, university faculty members reducing their studies and experiences down to the children's level. Istanbul in Turkey, Aydın,

Ege, Ankara, İnönü, Samsun, Mersin, Harran, Sinop, Kemerburgaz Thracian University in the education of gifted and talented university for children projects are organized.

The project of Beyazıt Ford-Otosan Primary School developed in cooperation with Istanbul University and the Ministry of National Education, was constituted to educate gifted and talented students.

Ankara Science High School was opened with the financial support of the Ford Foundation to train students who have superior ability in the domains of logical-mathematical intelligence. In the advancing years, science high schools were opened all over the country. Today, science high schools that accept students with a centralized placement test accept students with an achievement test instead of being gifted and talented criteria (Ataman, 1976).

As a secondary school İnanç Türkeş Private High School, which was founded for the education of the gifted and talented students, offers boarding education services. Today, TEVİTÖL (Turkish Education Foundation İnanç Türkeş Private High School) continues its educational activities with the financial support of TEV (Turkish Education Foundation), and it benefits from the international baccalaureate program besides the secondary education curriculum.

TUBITAK, which was founded to conduct and support investigation and R&D activities, aims at supporting the projects that gifted and talented would develop in basic and applied sciences.

Science and Art Centers (BİLSEM) were founded by the Ministry of National Education to enable gifted and talented students, who further their education in primary and secondary education, to use their time out of school effectively. BİLSEMs, whose regulation and control mechanism is conducted by the Ministry of National Education, is one of the most effective institutions in the education of gifted and talented students.

Analyzing the characteristics and educational needs of gifted and talented students, it is seen that they correspond to the achievements of the social studies course. In this respect, several different studies have been carried out by researchers on social studies education for gifted and talented students. In this study, it is purposed to differentiate the social studies course curriculum in line with the integrative education model based on the characteristics of gifted and talented students. A qualitative research design was used in the study. By analyzing the qualitative data, it is expected that the differentiation instruction will be practiced and the research will be concluded.

Acceleration, grouping, and enrichment practices are applied in the curriculums to be used in the education of gifted and talented students.

It includes the completion of the curriculum in a shorter period than it is supposed to be, along with several processes and adaptations that are made within the curriculum. Besides, the student traced the current curriculum in a shorter period (Karasu, 2010). The acceleration process can be applied in different aspects such as starting school at an early age, assembling the class, promoting the class, accelerating the curriculum, and supplementing the courses and seminars to the curriculum (MEGEP, 2007). Teachers, administrators, and parents speculate that gifted and talented students are not suitable for the acceleration program as they do not have enough maturity in terms of physical, psychomotor, emotional, and social development. The fact that the gifted and talented students cannot communicate with their peers and their sensory inadequacy bring disadvantages to acceleration practice. Nonetheless, the most advantageous aspect of acceleration is that it does not permit gifted and talented students to get bored. In this way, gifted and talented students take part in the educational activities in the accelerated curriculum eagerly. Regarding the advantages and disadvantages of acceleration in all, it is considered that it should be arranged to meet the educational demands of gifted and talented students (MEGEP, 2007).

The grouping has diverse practices such as grouping in a private classroom, cluster grouping, grouping in private school, welding room grouping, grouping in resource centers, seminars, summer courses, and study centers (MEGEP, 2007). When such types of practices are applied within the framework of the demands of gifted and talented children, they make significant contributions to the development of children's abilities, and also, it is one of the advantages of grouping practice that children develop their self-conception with these practices (Karakurt, 2009). As regards academic evaluation processes, it is seen that families have a negative approach to grouping practice. Along with the special groupings based on the ability to meet the needs of gifted and talented students to a great extent, it is considered that the practice of curriculum enrichment and acceleration aspects would bring an advantage for gifted and talented students (MEGEP, 2007).

It is assumed that homogeneous groupings formed on the basis of ability will have positive social and academic impacts on gifted and talented students. Thus, Rogers and Span (1993) inferred from their studies that the skill grouping process conducted with enrichment provided the gifted and talented students with the necessary academic results in respect of success, critical thinking, and creativity (Dunbar Phillips, 2001). Kulik and Kulik (1982) inferred that homogeneously grouped children had a positive increase in success, and attitudes towards the subject when comparing heterogeneously grouped children. With the reference to these studies, it is considered that homogeneous grouping is important in talent grouping.

Enrichment Practices which is related to the needs and talent domains of gifted and talented students who continue their education in the traditional classroom curriculum should be developed. In this regard, it is fundamental to plan differentiated instruction processes in the traditional classroom (Ersoy & Avcı, 2001). The content of the enriched curriculum includes activities that lead to exploring in accordance with the planned to respond to the students' curiosity, interests, and abilities with peers, group training exercises and problems that will be the subject of individual and group researches taken from real life (MEGEP, 2007). Enrichment practices are formed by adding reasonable subjects to the curriculum at a basic level. In enrichment practices, deepening of the subject in the curriculum is provided in detail. Supporting and enriching achievements are added to the curriculum as a consequence of the interests and needs of the students by considering the topics in general (Karasu, 2010). Enrichment practices can be applied in two ways as horizontal enrichment and vertical enrichment. Although it is seen that the subject is diversified in the sense of discipline and efficiency in the horizontal enrichment performed in the program, in-depth analysis studies on the subject area in question in vertical enrichment (Ersoy & Avcı, 2001). When examining the curriculum used by today's world countries in the education of gifted and talented students, it is seen that the enrichment model is broadly applied in these curriculums.

Along with the different subjects and materials, which are difficult to find under normal circumstances, are added to the curriculum applied at the classroom level, practices that are formed in accordance with the individual learning needs by refining them from monotonous homework are also included. The difference of enrichment practices from the other ones is that the enrichment practices contain all students irrespective of their intellectual development levels and talent domains (MEGEP, 2007). Enrichment practices should be formed within the framework of a general specific aim in the education program prepared for gifted and talented students (Davis, Rimm, & Siegle, 2011). The general purpose of enrichment practice is to increase the experience and potential of students who require learning (Renzulli & Reis, 2008). In this respect, studies are conducted to create independent and productive learning environments for students.

Acceleration is a temporary solution in terms of meeting the needs of students who display superior talent. (Kulik & Kulik, 1992). When it is taken into account that the needs stem from the high potential of gifted and talented students, it is considered that acceleration

practices will not be adequate alone without a differentiated education curriculum (Van Tassel-Baska & Brown, 2007).

As enrichment practices provide gifted and talented students to have an education with their peers, they ensure that gifted and talented people commune with society. While gifted and talented people can perform extra activities in domains where they demonstrate high potential in enrichment practices, they participate in joint project activities with their peers in other domains (Ataman, 1998).

The 3-stage Purdue enrichment model, Maker matrix curriculum model, Maker model, the school-wide enrichment Renzulli learning model, Williams curriculum differentiation model, Tiger model, and Sternberg's triangular model became integrated for the gifted and talented education program, etc. various curriculum models are applied.

The skills to be predisposed in the social studies program have been arranged by considering the students with normal intelligence development. However, the intelligence development of gifted and talented students may differ from their peers. It is known that this situation is more evident in students with an IQ of 140 and above. Considering the extent of being gifted and talented, it is known that those people have superior talent in comprehension, the transmission of perceptions, sensitivity, and awareness (Atalay, 2014, 55).

Steward highlights that the objectives of social studies education correspond to the needs of gifted and talented students and that critical thinking, creative thinking, problem-solving, creativity, and inquiry skills are among the objectives of the social studies curriculum within the needs of gifted and talented students. Disciplines such as history, geography, law, philosophy, economics, anthropology, psychology, sociology in social studies education are included in the domains of interest of gifted and talented students. Multidisciplinary courses come into prominence in terms of gifted and talented students' ability to comprehend interdisciplinary relational structures of knowledge, and they approach information with a holistic perspective. Social studies, with its multidisciplinary structure, is a course that suitable for associating with daily life skills. Social studies course is a course in which students can improve their inquiry skills, present their discussion skills, and develop high-level thinking skills such as critical, creative thinking, and problem-solving skills (Atalay, 2014).

In this way, it is considered that adjustments can be made to provide that the social studies course curriculum should engage the attention of gifted and talented students by meeting their needs. Students who are defined as gifted and talented are the people who are assumed that can change the order of the World, and make significant contributions to humanity. In this respect, it can be stated that the education of the gifted and talented students would be an investment for the future of society. It is considered that the social studies curriculum should be formed to contribute to the development of high-level thinking skills of gifted and talented people and to train them as productive citizens by teaching universal and social values. At this point, it is seen that the social studies curriculum would meet the needs of the gifted and talented after the necessary differentiation adjustments are made.

When the possible results of the research are taken into consideration, it is thought that gifted students would have a development part by practicing their thinking skills and creativity along with the environment, their independent studies and the experiences they would obtain from current studies. It is also considered that the differentiated program meets the needs of gifted students.

The problem status of this study is searching for an answer to the question: *“How can a social studies program be designed in accordance with the features of gifted children.”* The problem sentence of the study is defined as: *“How is the social studies curriculum can be differentiated in accordance to the integrative curriculum model for gifted students?”*

In the context of this problem through the framework of the integrative curriculum model of the social studies curriculum, the differentiated social studies curriculum proposal was

prepared for gifted children by differentiating the basic strategy, multidisciplinary association, cognitive goal, affective goal, skills, values and achievements.

The differentiated social studies curriculum has been differentiated by determining focal points based on conceptual and skill-based differentiation strategies. The methods and techniques suggested for use in the program are intended to help students develop high-level thinking skills. Thinking skills, which are under the spell of the social studies program, are aimed at raising the potential status of gifted individuals. (Demirkaya, 2011).

According to Sak (2012, 210), conceptual focal points are required in the curriculum designed for gifted students in order to integrate thinking skills into the curriculum. The conceptual focus point developed provides field knowledge as well as an advanced level of thinking.

Many studies on the education of gifted students have been conducted, and the curriculum, which are differentiated on the basis of the integrative education program model, have been tested. The integrative curriculum model, on the other hand, is a framework model that handles the current curriculum on the basis of differentiation, rather than a directly applied training program (Sak, 2012, 212).

In multidisciplinary studies, the conceptual focus of more than one discipline is shared in context. Interdisciplinary work that focuses on content necessitates in-depth research, a high level of comprehension, and a multi-perspective understanding. Interdisciplinary studies differ from single-disciplinary studies in this regard. Multiple disciplines work together to process the focused content in an organized manner. In this sense, meaningful learning will take place in terms of social studies education that is primary purpose (Maker & Shiever, 2004).

Most social disciplines provide concepts, terminology, and inferences that allow students to create a mental scheme for acquiring new knowledge. Students' mental focus diagrams serve as the foundation for understanding, conceptualizing, and developing a factual perspective (VanTassel-Baska, 2003).

It is considered that the differentiated social studies curriculum will aid in the education of gifted students as well as the program differentiation studies. It is hoped that the study will provide an opportunity to evaluate the program differentiation process in the context of gifted students' characteristics, as well as contribute to the field.

Purpose of the Study

It is noted that gifted and talented students cannot reveal their potential talents properly in the case that they are not given education in line with their characteristics (Van Tassel-Baska, 2003). Having an accurate education for gifted and talented people has gained importance in Turkey just as in many countries around the world. The purpose of the study is to differentiate the social studies curriculum based on the integrative curriculum model in accordance with the potential development status and characteristics of gifted and talented students. In the differentiated curriculum, an education system that is suitable for the purposes is recommended within the framework of the differentiation strategy.

Importance of the Study

It is assumed that the differentiated social studies curriculum would contribute to the field in the education process of gifted and talented students, in curriculum differentiation practices, it also would provide an opportunity to assess the differentiation curriculum process within the framework of the characteristics of gifted and talented students by contributing to the education field. In the social studies curriculum, it has been provided that the learning domains appeal to a large mass with the interdisciplinary association method. The social studies course, which attributes several social sciences in an interdisciplinary model, is one of the courses that gifted and talented people are interested in, both in the way of attracting the

attention of the students and containing complex problem status. In this respect, it is important to differentiate the social studies course curriculum (Delisle, 1991, 176). Social studies education must be subjected to differentiation practices that develop their skills for gifted and talented students.

Methodology

This part includes information about the model of the research, data collection tools, research method, and data analysis.

Model

In this study, it is aimed to differentiate the 2017 social studies course curriculum. In accordance with the integrative education curriculum model of social studies for 4th, 5th, 6th, and 7th grade for gifted and talented education, a differentiation strategy was specified for each learning domain of the curriculum, and the curriculum model was developed on the basis of the strategies. The learning domains of the curriculum were associated with other courses and based on the differentiation strategy, cognitive domain, affective domain, skill, and value-based associations were specified separately for each learning domain of each class.

In the research, the education curriculum which is formed by taking into account the characteristics of gifted and talented students were examined. By examining differentiation models and practice examples, the social studies curriculum is developed based upon the "Integrated Curriculum Model". It is aimed to increase academic success, improve high-level thinking skills, attitude towards the course, and productivity in the social studies program, which is differentiated by considering Bloom's updated educational achievements (Anderson & Krathwohl, 2001).

During the preparation phase of the differentiated curriculum, the principles of program development and differentiation for gifted and talented people were adopted. While developing the differentiated curriculum, published textbooks, BİLSEM (Science and Art Center) practices, international and national studies and expert opinions have been examined. The learning domains of the social studies curriculum is differentiated with the enrichment practice by retaining the current achievement. In the differentiation practice, a framework is formed with the characteristics that are planned to be added to the curriculum. In the formed framework, attention has been shown to objectives, skills, values and achievements that meet the educational needs of gifted and talented students.

As a consequence of the researches, differentiation practice is considered within the extent of the integrated curriculum model developed by VanTassel-Baska. The integrative education model is a model that constitutes an interdisciplinary education system.

To differentiate the social studies curriculum in compliance with the characteristics of gifted and talented students, high-level thinking skills such as innovative thinking, problem-solving, critical thinking and creative thinking should shape the differentiation strategy. When the literature is reviewed, as there is no study aiming at the development of interdisciplinary high-level thinking skills and enriching practices for the overall program, the researcher has formed a differentiated curriculum synthesis by using the integrative education model as a base.

In the differentiated social studies curriculum, differentiation was performed to analyze the outcomes relationships, compare the reflections of the changes, notice the ratio of variables, examine the size of the variables, develop products fit for change, find solutions for the real-life problems, and comparative analysis situations.

The differentiated social studies curriculum can be used to put forward concrete approaches and information, and abstract ideas. Generalizations and terms can become more abstract at advanced levels. Therefore, it is focused on the use of materials and more complex

concepts in the differentiated social studies curriculum. To form a differentiated curriculum that appeals to the characteristics and developmental status of gifted and talented students, it has been elaborated that the content is challenging, complex, and at a level that can raise discussion and give opportunities that would challenge students mentally.

In the differentiated social studies curriculum, it is focused on the teaching of the curriculum as a whole system instead of individual particles. In this respect, learning activities are revolved around concepts and learning domains.

In the integrative curriculum model, the organization of education has the feature of integrating learning and teaching activities and associating several disciplines with a multidisciplinary approach. In the social studies differentiated curriculum within the extent of the research, the aspects of content, process, and product are designed to provide students with thinking authentically, communicating effectively with each other, listening to others' thoughts with respect, making a judgment, providing remote access, and developing solutions to social and universal problems.

In this respect, a qualitative research pattern is used in the study. According to Denzin and Lincoln (1994), qualitative research is a method-based technique for processing multiple subjective data. Expert opinions have been used in the program differentiation practice formed by the researcher using the qualitative research method. The qualitative research method, which focuses on the process of discovery of facts in general, is useful in the description of situations and the theory development process (Christensen, Johnson, & Turner, 2015).

According to Yıldırım and Şimşek (2006, 40), the qualitative research method is a research in which qualitative data collection methods such as observation and document analysis are used, and events, perceptions, and situations are included in the study in a realistic environment. Qualitative research demands the researcher to conduct a flexible study in the light of the collected data and to follow an inductive approach in the analysis of the research pattern and data.

Data Collection Tools

In studies where the qualitative research approach is applied, researchers collect data with qualitative methods such as document analysis, observation, and interview forms. Qualitative researchers can use templates during the data collection process (Creswell, 2016).

In this study, which aims at differentiating the social studies course curriculum in compliance with the characteristics of gifted and talented students, document scanning and document analysis methods have been used as data collection tools. The document review method contains the examination process of visual and written materials. The main duty of the researcher in the document analysis method is; knowing what does he looking for and why, where to find it, and where to use it (Sönmez & Alacapınar, 2014). On the other hand, the document scanning method is a data collection tool through the examination process of present documents and records. Document scanning contains some processes such as doing research, taking notes, reading, analyzing, and evaluating resources in the consideration of a specific purpose by the researcher (Karasar, 2009, 184). Yıldırım and Şimşek (2006, 187) defined the method of document analysis as the analysis of written materials including information about the events and phenomenons which are aimed to be investigated.

Before starting the research, the methods of differentiated curriculum for gifted and talented students have been examined by providing resources in the consideration of the achievements. Based upon the integrative curriculum model, the differentiation strategy has been determined by making each grade level different for the learning domains that constitute the curriculum in accordance with the differentiation method of the model. As for the determined differentiation strategy, cognitive domain, affective domain value, and skill objectives have been determined through the differentiated curriculum by providing

interdisciplinary associations with other courses. The curriculum's achievements have been differentiated in a way that the high-level thinking skills, which is based on Bloom's current cognitive process skills, reflecting the characteristics of the gifted and talented students. A total of 68 achievements reflecting the characteristics of gifted and talented students were added to the differentiated social studies curriculum.

Collection of Data and Analysis

In the research, the analysis has been carried out by the content analysis method, which is one of the data analysis methods of the qualitative research method. The content analysis method contains the procedure of processing the collected data in detail (Yıldırım & Şimşek, 2006). In qualitative research, a high quantity of data collected by techniques in document analysis are subjected to examination and encoded. The findings are acquired by subjecting the encoded data in the research to the synthesis phase. In qualitative research methods, descriptions are mostly used instead of statistical analysis.

In qualitative research, data analysis can be conducted after the data collection process or data collection process is done. The purpose of the analysis of the data; exploring definitions, ideas, and patterns. In qualitative studies, content analysis is conducted for the analysis of data in general, and organizing and summarizing the data are defined as the basic processes of the analysis (Büyüköztürk et al, 2018, 258).

Content analysis is composed of the stages such as putting forward the targets and objectives, defining terms, determining the solution components, the data related to the subject, developing the logical structure, and categories, coding, processing data, interpreting and noting the results (Stemler, 2001).

In the process of differentiating the social studies curriculum, which is the subject of the study, all differentiation methods in social studies have been examined. As a result of the examination, the curriculum has been subjected to differentiation by using the integrative curriculum model. In the phase of the differentiation process, expert opinion has been received frequently.

In the study, social studies education, which is differentiated according to the integrated curriculum differentiation method, has been subjected to differentiation processes separately for the 4th, 5th, 6th, and 7th-grade curriculums. Differentiation strategies have been determined based on the enrichment practice for the whole learning domains of each class. Within the framework of the specified strategies, the courses in the primary education curriculum have been examined and the learning domains have been constituted as interdisciplinary.

Findings

In this study, which aims to differentiate the social studies curriculum in consideration of the characteristics of gifted and talented students, differentiation practice has been developed by using the integrated curriculum differentiation method.

Learning domain, cognitive domain, affective domain, skill, and value objectives have been determined at each grade level by applying the integrated curriculum differentiation method. Curriculum differentiation studies carried out for gifted and talented students in the literature have been examined, and their results have been assessed comprehensively. In the examined studies, the achievements, skills, and values which are suitable to the characteristics of gifted and talented students have been evaluated within the extent of the social studies curriculum, and program differentiation strategies have been determined for each grade level and learning domain. Within this context, social studies curriculum achievements have been differentiated in the framework of the characteristics of gifted and talented students.

The integrated curriculum differentiation model has been developed for program design for gifted and talented children (Van-tassel Baska, 2006). The model creates environments for

active learning, problem-solving, and high-level thinking for these students. In this way, it is intended for students to perceive interdisciplinary associations easily through this model (Kaplan, 2005).

The integrated curriculum differentiation model is accepted as a substantial approach in terms of creating effective learning environments for gifted and talented students. When the results of the studies in the field are assessed, it can be observed that the model can be applied effectively in teaching social studies. In the model, it is considered that gifted and talented students can interpret the inferences of several disciplines, including scientific research, higher-order thinking skills, and interdisciplinary relationships.

The model has three dimensions: content, product study, high-level process, interpretation of terms, and concept development. The integrated curriculum model guides gifted and talented people to transfer their abilities to new environments. Differentiation models generally provide a curriculum that is enriched, accelerated, deepened, and challenging model in terms of cognitive, affective, and skills for gifted and talented students. In this study, it is aimed to create a social studies curriculum pattern for gifted and talented students according to the integrated curriculum model.

Differentiated Social Studies Curriculum for 4th Grade

Individual and Community Learning Domain

The differentiated social studies program has been determined as the perception of time and chronology in the individual and community learning domains, universal nation and identity seek, and self-awareness differentiation strategy. On the basis of the strategies, the cognitive domain objectives such as Knowledge, Comprehension, Research, Recognizing Stereotype and Prejudice, Empathy and Deduction have been determined. Also, learning to Listening, Cooperative Learning (Teamwork), socialization, cultural consistency and realizing the change have been identified on the basis of strategies.

Social participation, emotional intelligence, empathy, active listening skills along with the giving importance to unity of family, sensitivity, sense of responsibility and helpfulness have determined as objectives.

1. Social Studies = Individual and Society
2. Turkish = Individual and Society
3. Science = Human and Environment
4. Law and Justice = Rights and Responsibilities
5. Folk Culture=Learning Folklore; the learning domains mentioned are associated.

Based on differentiation strategies, the current achievements of MEB (Ministry of Education) have been retained and differentiation practice has been applied by enriching and narrowing them. Social Studies 4th grade individual and society learning domain achievements;

SS.4.1.1 By examining the change of the concept of citizen within the historical process, one makes inferences about his individual identity considering the official identity document. (Enrichment)

SS.4.1.2 Realizes individual interests, needs and talents. (MEB)

SS.4.1.3 Puts the significant events of his life in chronological order. (MEB)

SS.4.1.4 Analyzes individuals' different characteristics by making research. (Enrichment)

SS.4.1.5 Puts himself in another's place of individuals with diverse characteristics (MEB).

SS.4.1.6 By making research for the historical development of the concept of identity, makes inferences about its reflections on societies in the future. (Enrichment)

Culture and Heritage Learning Domain

In the course of social studies 5th grade culture and heritage learning, realizing the change and consistency, research skills, critical thinking skills and patriotism are determined as differentiation strategies. Cognitive domain, affective domain, skill and value objectives are determined based upon the differentiation strategies. Set of values such as cognitive domain objectives comprehension, application, research, dramatization, aiming at affective domain, valuation, cooperation is entirely qualified.

The skill objectives are perception of space, independence, questioning, analysis, information literacy, creative thinking skills, valuation objectives, giving importance to unity of family, sensitivity to cultural heritage, national awareness and responsibility. The differentiated curriculum is associated with the learning domains of other subjects;

1. Social Studies = Culture and Heritage
2. Turkish = Our National Culture – War of Independence and Atatürk
3. Folk Culture = Preservation of Intangible Cultural Heritage
4. Drama = Different Spaces in Drama
5. Human Rights and Democracy = Right, Freedom and Responsibility

On the basis of differentiation strategies, the present MEB achievements have been retained and achievement differentiation has been applied by enriching and narrowing them. Social Studies 4th grade contains culture and heritage learning domains achievements;

SS.4.2.1. Exemplifies elements that reflect the family and the national culture around themselves by making research. (MEB)

SS.4.2.2. Comprehends the importance of the War of Independence based on the lives of the heroes of the War of Independence. (MEB)

SS.4.2.3. Makes family history research by using verbal, written and visual sources and objects. (MEB)

SS.4.2.4. Compares traditional children's games with today's games in terms of change and consistency. (MEB)

SS.4.2.5. Makes comparisons by making research activities on how societies achieve their independence. (Enrichment)

SS.4.2.6. Creates a mind game based on the elements that reflect our national culture. (Enrichment)

People, Places and Environments Learning Domain

The people, places and environments learning domains in the social studies 4th grade are determined as the differentiation strategy as perception of space, analytical thinking, multiple perspectives, practice, location analysis. Cognitive domain, affective domain, skill and value objectives have been identified in the light of differentiation strategies. Cognitive domain objectives are comprehension, deducing, analyzing, spatialization, application, 3D Visualization, taking affective domain objectives, responding, temporal and spatial awareness, and organizing.

The skill objectives are perception of space, establishing meronymy relationship, observation, technology literacy map, chart and diagram literacy; valuation objectives are aesthetics, objectivity and sensitivity. The differentiated curriculum is associated with the learning domains of other subjects;

1. Social Studies = People, Places and Environments
2. Turkish = Time and Space- Nature and the Universe
3. Science = Earth and Universe
4. Drama = Different Spaces in Drama
5. Our City = The Story of the Cities
6. Technology and Design = From Nature to Design

On the basis of differentiation strategies, the present MEB achievements have been retained and achievement differentiation has been applied by enriching and narrowing them. Social Studies 4th grade contains people, places and environments learning domains achievements;

SS.4.3.1. Investigates natural and technological methods of locating by observing the purposes of location information which is used in daily life. (Enrichment)

SS.4.3.2. By examining the tools used in the description of spaces from the past to the present and draws a sketch of the spaces observed in daily life. (Enrichment)

SS.4.3.3. Observes the weather conditions around him, and transfers his observation results to pictographs. (MEB)

SS.4.3.4. Investigates natural and human activities, and analyze their global effects. (Enrichment)

SS.4.3.5. Makes inferences from the place of residence and surrounding geographical formations along with population characteristics. (MEB)

SS.4.3.6. Makes a preparedness and prevention plan for disasters that may occur within geographical regions by considering natural disasters happened in the past. (Enrichment)

Science, Technology and Community Learning Domains

Brainstorming, creative thinking, realizing the change, innovative thinking and productivity in the domains of learning science, technology and society in the social studies 4th grade curriculum are defined as differentiation strategies. Cognitive domain, affective domain, skill and value objectives have been determined based on the differentiation strategies. Cognitive domain objectives are comprehension, practice, scientificity, divergent approach and synthesis, taking affective domain objectives, organizing, collaboration and awareness of time.

The skill objectives are organizing and collaborating, valuation objectives are scientific, self-confidence, sedulity and sensitivity. The differentiated curriculum is associated with the learning domains of other courses;

1. Social Studies = Science, Technology and Society
2. Turkish = Science and Technology
3. Science = Physical Phenomenons
4. Mathematics = Data Processing
5. Technology and Design = Design and Technological Solution
6. Media Literacy = Media as a Source of Information

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 4th grade contains science, technology and community learning domain achievements;

SS.4.4.1. Categorizes the technological products around according to their usage areas. (MEB)

SS.4.4.2. Investigates the advantages and disadvantages of technological products on human life which left deep traces in social life of human beings from past to present. (Enrichment)

SS.4.4.3. Uses technological products without harming themselves, others or nature. (MEB)

SS.4.4.4. Compares the past and present in terms of the usage of technological products. (MEB)

SS.4.4.5. Evaluates technological solution ideas to universal problem situations. (Enrichment)

SS.4.4.6. Generates ideas for designing unique products considering the needs of the environment. (MEB)

Production, Distribution and Consumption Learning Domains

The social studies 4th grade curriculum has been determined as the effective use of resources in the domain of production, consumption and distribution learning, conscious investment, budget plan, conscious consumption and saving differentiation strategy. Cognitive domain, affective domain, skill and valuation objectives have been determined based on the differentiation strategies. Cognitive domain objectives are knowledge, research, practice, comparison, evaluation and synthesis, taking affective domain objectives, organizing, sensitivity to resource sharing, and valuation.

The skill objectives are financial literacy, table and diagram literacy, analyzing, entrepreneurship and comparison, self-control on valuation objectives, sharing, saving, and self-regulation. The differentiated curriculum is associated with other secondary school courses;

1. Social Studies = Production, Distribution and Consumption
2. Turkish = Personal Development
3. Mathematics = Numbers and Operations- Data Processing
4. Folk Culture = Social Practices
5. Drama = Attention and Observation
6. Human Rights and Democracy = Coexistence
7. Media Literacy = Media as a Platform of Participation

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 4th grade contains Production, distribution and consumption learning domain achievements;

SS.4.5.1. Recognize the main economic activities in the family and inner circle environment. (MEB)

SS.4.5.2. Makes conscious choices between the two by distinguishing request and needs. (MEB)

SS.4.5.3. Makes his/her own budget plan and uses the resources around it without wasting. (MEB- Reduction)

SS.4.5.4. Analyzes and applies the aspects of conscious consumption. (Enrichment)

SS.4.5.5. Examines the economic activities in his/her environment lives in, and evaluates the connection between work areas. (Enrichment)

SS.4.5.6. Creates a sample conscious investment plan about the efficient use of resources. (Enrichment)

Active Citizenship Learning Domain

In the domain of social studies 4th grade active citizenship learning, basic human rights and children's rights, individual rights and freedom, being human and coexistence, educational activity, planning and participation, independence and active citizenship are determined as differentiation strategies. Cognitive domain, affective domain, skill and valuation objectives have been defined based on differentiation strategies. Cognitive domain objectives are remembering, comprehension, multiple perspectives and evaluations, taking affective domain objectives, set of values are entirely qualified along with the social values, rights and freedoms.

The skill objectives are research, problem solving, creative thinking and analytical thinking, valuation of freedom objectives, responsibility, patriotism, and independence. The differentiated curriculum is associated with other secondary school courses;

1. Social Studies = Active Citizenship

2. Turkish = Citizenship
3. Human Rights and Democracy = Being Human- Right, Freedom and Responsibility
4. Law and Justice = Rights and Responsibilities
5. Religious Culture and Moral Knowledge = Proprieties and Kindness
6. Drama = Adaptation Studies
7. Media Literacy = Individual, Society and Media

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 4th grade contains effective citizenship learning domain achievements;

SS.4.6.1. Comprehends the rights of children in the lights of the children's rights agreement. (Enrichment)

SS.4.6.2. Takes responsibility for her words and behaviors in family and school life. (MEB)

SS.4.6.3. Suggests educational social activities that is considered to be necessary in school life. (MEB)

SS.4.6.4. Explains the relationship between the independence of the country and individual freedom. (MEB)

SS.4.6.5. Examines declarations on children's rights around the world. (Enrichment)

SS.4.6.6. Asserts ideas about the roles that institutions and the nation can play in spite of the threat of the country's independence. (Enrichment)

Global Connections Learning Domain

In the domain of social studies 4th grade global connections learning, universal consciousness, research skills, international relations, critical thinking skills, cultural consciousness and respect for differences are defined as the differentiation strategy. Cognitive domain, affective domain, skill and valuation objectives have been determined based on the differentiation strategies. Comprehension of cognitive domain objectives, access, research, analysis and evaluation, taking affective domain objectives, respect for differences and set of values are entirely qualified.

The skill objectives are research, information literacy, universal communication, creative thinking and consciousness of cultural heritage preservation, valuation goals, ethics, respect, equality and sensitivity. Differentiated global connections are the learning domains in a relationship other secondary school courses;

1. Social Studies = Global Connections
2. Turkish = Individual and Society
3. Science = Earth and Life
4. Folk Culture = Folklore
5. Drama = Our Similarities and Differences
6. Human Rights, Citizenship and Democracy = Coexistence

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 4th grade contains global connections learning domain achievements;

SS.4.7.1. Introduces various countries around the world. (MEB)

SS.4.7.2. Examines the development of various countries around the world from past to present. (Enrichment)

SS.4.7.3. Respects diverse cultures. (MEB)

SS.4.7.4. Comprehends the relations with Turkey's neighbors and other Turkish states. (MEB)

SS.4.7.5. Compares the cultural values of different cultures along with the cultural values of our country. (MEB)

SS.4.7.6. Asserts ideas for the development of the country's global potential by examining Turkey's cultural heritage. (Enrichment)

Differentiated Social Studies Curriculum for 5th Grade

Individual and Community Learning Domain

Social studies curriculum for 5th grade has been defined as scientific research in the domain of individual and society learning, divergent thinking, social duty and social responsibility differentiation strategy. Cognitive domain, affective domain, skill and valuation objectives have been determined based on the differentiation strategies. Cognitive domain objectives are knowledge, examining the changes, analyzing, researching and evaluating, affective domain valuation objectives, rights and responsibilities, coexistence and cooperation.

The skill objectives are hypothetical thinking, estimating, self-management and information literacy, and appreciation of value objectives are the concepts of scientificity, sensitivity, responsibility and freedom. The relationship of differentiated individual and community learning domain with other secondary school courses;

1. Social Studies = Individual and Society
2. Turkish = Individual and Society- Rights and Freedoms
3. Law and Justice = Rights and Responsibilities
4. Folk Culture = Social Practices
5. Drama = Adaptation Studies
6. Media Literacy = Individual, Society and Media

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 5th grade contains individual and community learning domains achievements;

SS.5.1.1. Recognizes the social studies course's contribution to his/her development as an active citizen of the Republic of Turkey. (MEB)

SS.5.1.2. Recognizes the contributions and dynamics of social studies course to social life. (Enrichment)

SS.5.1.3. Behaves in accordance with the duties and responsibilities required by the roles he/she takes in the groups as an individual who is aware of his/her rights. (MEB)

SS.5.1.4. Describes the multidimensionality of an event considering events in the immediate environment. (MEB)

SS.5.1.5. Evaluates social responsibility projects which is developed for disadvantaged groups within society. (Enrichment)

SS.5.1.6. Recommends practices that will raise awareness on the protection of children's rights based on the activities of international children's rights organizations. (Enrichment)

Culture and Heritage Learning Domain

In the social studies 5th grade curriculum, independent research in the domain of learning culture and heritage, cultural asset analysis, cultural accumulation and consistency, comparative analysis have been determined as differentiation strategies. Cognitive domain, affective domain, skill and valuation objectives have been determined based on differentiation strategies. Cognitive domain objectives comprehension, research, analysis and usage of evidence, taking affective domain objectives, internalization, cultural asset awareness and set of values are fully qualified.

The skill objectives are awareness of cultural diversity, perception of space, research and chronological literacy, valuation objectives, aesthetics, sensitivity to cultural heritage,

objectivity and responsibility. The relationship of the differentiated domain of culture and heritage learning with other secondary school courses;

1. Social Studies = Culture and Heritage
2. Turkish = Our National Culture- Time and Space
3. Folk Culture = Preservation of Intangible Cultural Heritage
4. Drama = Attention and Observation
5. Human Rights and Democracy = Coexistence
6. Our City = I Know My City
7. Media Literacy = Media as a Platform of Participation

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 5th grade contains learning culture and heritage domains achievements;

SS.5.2.1. Introduces the natural assets and historical places, objects and artifacts around. (MEB)

SS.5.2.2. Recognizes the significant contributions of Anatolian and Mesopotamian civilizations to human history based on concrete remains. (MEB)

SS.5.2.3. Detects the similarities and differences between the cultural characteristics of the environment in which she lives by comparing the cultural characteristics of various parts of our country. (MEB)

SS.5.2.4. Analyzes the role of people in living together by examining the development of cultural elements in the historical process. (Reduction)

SS.5.2.5. Evaluates the impacts of cultural factors on perceptions, attitudes and behaviors of societies. (Enrichment)

SS.5.2.6. Generates ideas for the preservation of cultural values in the development process of societies. (Enrichment)

People, places and environments Learning Domain

In the social studies 5th grade curriculum has been determined as differentiation strategies as observation skills, climate change awareness, responsibility and prevention plan, intuitive and critical thinking in the domain of learning people, places and environments. Cognitive domain objectives are comprehension, deduction, research, analysis and evaluation, taking affective domain objectives, cooperation, responsiveness, sensitivity and organization.

The skill objectives are perception of space, environmental literacy, map literacy, acquiring information and establishing meronymy relationship, appreciation of value objectives, responsibility, environmental awareness, sensitivity, helpfulness and cooperation. Differentiated people places and environments relationship of learning domain with other secondary school courses;

1. Social Studies = People, Places and Environments
2. Turkish = Nature and Universe- Time and Space
3. Science = Earth and Universe
4. Drama = Attention and Observation
5. Media Literacy = Media as a Source of Information

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 5th grade contains people, places and environments learning domain achievements;

SS.5.3.1. Explains the impacts of the climate in the environment in which he/she lives on human activities by exemplifying from the daily life. (MEB)

SS.5.3.2. Explains the geographical formations of the place where he/she lives and its surroundings on maps in general. (MEB)

SS.5.3.3. Exemplifies the natural beauties and the effects of human activities on population and settlement. (MEB)

SS.5.3.4. Analyzes the results of human intervention to natural elements to all aspects comprehensively. (Enrichment)

SS.5.3.5. Evaluates the impacts of natural disasters on community life by investigating the reasons of disasters and environmental problems in the environment he/she lives in. (Contraction)

SS.5.3.6. Examines the duty plans of institutions responsible for natural disasters and develops measures and implementation recommendations can be taken. (Enrichment)

Science, Technology and Community Learning Domain

In the social studies 5th grade curriculum, creative thinking skills, questioning and utilizing evidence, ethical principles and scientific project awareness in the domain of science, technology and society learning have been determined as differentiation strategies. Cognitive domain objectives are knowledge, application, research, analysis and synthesis, receiving affective domain goals, reacting, cooperation and organizing.

The skill objectives are access, inquiry, analysis, media literacy, technological literacy and creative thinking, appreciation of value objectives, scientific ethics, sedulity, honesty, sensitivity and self-control. The relationship of differentiated science, technology and community learning domain with other secondary school courses;

1. Social Studies = Science, Technology and Society
2. Turkish = Science and Technology
3. Technology and Design = Design and Technological Solution
4. Mathematics = Probability
5. Media Literacy = Media as a Information Source

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 5th grade contains technology and community learning domain achievements;

SS.5.4.1. Discusses the impacts of technology usage on socialization and social relations. (MEB)

SS.5.4.2. When using the virtual platform, he/she questions the reliability and accuracy of the information that is reached by considering the security rules. (Reduction)

SS.5.4.3. Behaves in appropriate with scientific ethics in studies. (MEB)

SS.5.4.4. Determines the common characteristics of inventors and scientists. (MEB)

SS.5.4.5. Evaluates the social objectives of scientific projects by examining the work of scientists. (Enrichment)

SS.5.4.6. Devices scientific projects that can be solutions based upon the problems that are encountered and observed in his/her life. (Enrichment)

Production, Distribution and Consumption Learning Domain

In the social studies 5th grade curriculum, multiple perspectives, financial and digital literacy, questioning skills, consciousness of ethical principles and intuitive thinking in the domain of learning, distribution and consumption have been determined as differentiation strategies. Cognitive domain objectives are understanding, applying, analyzing, evaluating and making skills, taking affective domain objectives, responding, time and space awareness, collaboration and organizing.

The skill objectives are ability to recognize consistency, innovativeness, entrepreneurship, financial literacy, research skills and analytical thinking, and appreciation of value objectives, savings, responsibility, sensitivity, solidarity and cooperation. The

relationship of the differentiated production, distribution and consumption learning domain with other secondary school courses;

1. Social Studies = Production, Distribution and Consumption
2. Turkish = Personal Development
3. Folk Culture = Social Practices
4. Our City = My City is Working

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 5th grade production, distribution and consumption learning domain achievements;

SS.5.5.1. Recognizes the professions that develop in relation with the place of residence and his/her surroundings by researching the economic activities, (reduction)

SS.5.5.2. Analyzes the production, distribution and consumption network of products to meet their basic demands. (MEB)

SS.5.5.3. Recognizes his/her roles and responsibilities as a conscious consumer and implements his/her rights. (Enrichment)

SS.5.5.4. Analyzes the impacts of economic activities in the environment on people's social life. (MEB)

SS.5.5.5. Evaluates practicable economic activities considering the geographical conditions and population characteristics of the region where he/she lives. (Enrichment)

SS.5.5.6. Generates new ideas considering production, distribution and consumption by making collaboration (MEB)

Active Citizenship Learning Domain

In the social studies 5th grade curriculum, national values, administrative ability, public service and analytical thinking skills have been determined as differentiation strategies in the domain of effective citizenship learning. Cognitive domain objectives are recalling, practice, conceptualizing and evaluating, taking affective domain objectives, valuation, collaborating and organizing.

The skill objectives are social participation, digital literacy, analysis and research, appreciation of value objectives, responsibility, freedom, sensitivity, and patriotism. The relationship of the differentiated domain of effective citizenship learning with other secondary school courses;

1. Social Studies = Active Citizenship
2. Turkish = Citizenship- Rights and Freedoms
3. Folk Culture = Social Practices
4. Law and Justice = Rights and Responsibilities
5. Religious Culture and Moral Knowledge = Basic Values
6. Human Rights Citizenship and Democracy = Right, Freedom and Responsibility

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 5th grade active citizenship learning domain achievements;

SS.5.6.1. Dignifies our flag and the Turkish National Anthem, one of the symbols of national sovereignty and independence. (MEB)

SS.5.6.2. Explains essential rights and the significance of exercising these rights. (MEB)

SS.5.6.3. Explains the basic duties of the administrative units of the place of residence he/she lives in. (MEB).

SS.5.6.4. Correlates individual and social needs with institutions that provide services to meet these demands. (MEB)

SS.5.6.5. Discusses projects that will raise awareness of social needs by examining the domains of activity of non-governmental organizations. (Enrichment)

SS.5.6.6. By taking into account the social needs, he/she evaluates the feasibility of the practices made by the institutions in the digital environment, and gives suggestions. (Enrichment)

Global Connections Learning Domain

In the social studies 5th grade curriculum, global connections have been determined as the differentiation strategy in the domain of learning, international trade and financial literacy, technological competition, universal cultural assets and cultural tourism. Comprehension, practicing, analyzing, acquiring as skills and evaluating cognitive domain objectives, taking affective domain objectives, reacting, cooperation, and set values are entirely qualified.

The skill objectives are comparison, deduction, divergent thinking, multiple literacy, research skills and observation skills, appreciation of value objectives, environmental awareness, cultural heritage conservation, responsibility and patriotism. The relationship of the differentiated global connections of the learning domain with other secondary school courses;

1. Social Studies = Global Connections
2. Turkish = Time and Space
3. Folk Culture = Conservation of Intangible Cultural Heritage
4. Drama = Adaptation Studies
5. Media Literacy = Media as a Participation Platform
6. Human Rights Citizenship and Democracy = Coexistence

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 5th grade global connections learning domain achievements;

SS.5.7.1. Explains the importance of tourism in international relations. (MEB)

SS.5.7.2. Exemplifies the common heritage assets among in various countries. (MEB)

SS.5.7.3. Investigates the role of the place of residence and its environment in economic relations between our country and other countries. (MEB)

SS.5.7.4. Considers the tourism activities of the countries with high tourism potential in respect of cause and effect based on international tourism data. (Enrichment)

SS.5.7.5. Discusses the impact of communication and transportation technology on economic relations between countries. (MEB)

SS.5.7.6. Generates ideas about bringing cultural assets in our country to international tourism. (Enrichment)

Differentiated Social Studies 6th Grade Curriculum

Individual and Community Learning Domain

In the social studies 6th grade curriculum, social cooperation awareness, respect for differences, social role awareness and analytical thinking in the domain of individual and society learning have been determined as differentiation strategies. Cognitive domain objectives: recall, comprehension, self-control, analyzing and synthesis, taking affective domain objectives, social cohesion, social assistance, responsiveness, set of values are entirely qualified.

The skill objectives are time and chronology perception, self-control, critical thinking and questioning ability, appreciation of value objectives, self-esteem, helpfulness, equality and cooperation. The relationship of differentiated individual and community learning domain with other secondary school courses;

1. Social Studies = Individual and Society

2. Turkish = Individual and Society- Rights and Freedoms- Virtues
3. Law and Justice = Rights and Responsibilities
4. Folk Culture = Folklore- Social Practices
5. Drama = Adaptation Studies
6. Human Rights and Democracy = Right, Freedom and Responsibility
7. Media Literacy = Individual, Society and Media

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 5th grade individual and community learning domain achievements;

SS.6.1.2. Conducts a chronological study about the changing roles of the individuals by making observations around him/her over time. (Enrichment)

SS.6.1.3. Engages in activities that support social assistance and cooperation in the formation of social unity. (MEB)

SS.6.1.4. Analyzes the place and role of social, cultural and historical bonds in the formation of social cohesion. (MEB)

SS.6.1.5. Interrogates the prejudices against differences to live in harmony in the society. (MEB)

SS.6.1.6. Generates activity and action suggestions that support social solidarity from the point of combination of religion, language and history. (Enrichment)

Culture and Heritage Learning Domain

In the social studies 6th grade curriculum, making inferences in the domain of learning culture and heritage, social analysis, cultural awareness and the ability to recognize chronology have been determined as differentiation strategies. The cognitive domain is understanding objectives, practice, analyzing, questioning, taking and organizing affective domain objectives, consciousness of time and value analysis.

The skill objectives are research skills, chronology literacy, intuitive thinking, multiple literacy and cultural analysis, appreciation of value objectives, sensitivity, communion, responsibility and respect. The relationship of the differentiated domain of culture and heritage learning with other secondary school courses;

1. Social Studies = Culture and Heritage
2. Turkish = Our National Culture- Time and Space
3. Folk Culture = Conservation of Intangible Cultural Heritage
4. Drama = Emotions
5. Human Rights and Democracy = Being Human
6. Media Literacy = Media as an Information Source

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 6th grade culture and heritage learning domain achievements;

SS.6.2.1. Makes inferences about the geographical, political, economic and cultural characteristics of the first Turkish states founded in Central Asia. (MEB)

SS.6.2.2. Analyze the role of historical trade routes in terms of political, cultural and economic aspects between societies. (MEB)

SS.6.2.3. Examines the social, economic, legal and political changes in society along with Islam by examining pre-Islamic practices in the Arabian Peninsula. (Enrichment)

SS.6.2.4. Analyzes the process of Turks to possess Anatolia as homeland in the scope XI and XIII centuries. (MEB)

SS.6.2.5. Realizes the changes in political, social and cultural aspects with the acceptance of Islam by Turks. (MEB)

SS.6.2.6. Develops practices that would improve cultural, political and economic relations between societies considering past practices. (Enrichment)

People, places and environments Learning Domain

In the social studies 6th grade curriculum, people, places and environments learning domain, table, graphic and map reading, regional climate awareness, geographical participation, location and vegetation analysis have been determined as differentiation strategies. Cognitive domain objectives are understanding, analyzing, evaluating, and divergent dimension, taking affective domain objectives, teamwork, constructive regulation, organizing, and realization of the environment.

The skill objectives are natural environment literacy, creative thinking, deduction, financial and map literacy, appreciation of value objectives, responsibility, patriotism, sedulity and cooperation. The relationship of the differentiated people, places and environments learning domain with other secondary school courses;

1. Social Studies = People, Places and Environments
2. Turkish = Nature and Universe- Time and Space
3. Science = Earth and Universe
4. Our City = I Know My City- My City is Working
5. Drama = Attention and Observation
6. Media Literacy = Media as an Information Source

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 6th grade people, places and environments learning domain achievements;

SS.6.3.1. Detects the geographical location of the continents, oceans and our country by using the terms which are related to location. (MEB)

SS.6.3.2. Evaluates the development of economic activities by assessing the world states in line with geographical location. (Enrichment)

SS.6.3.3. Turkey's main physical characteristics of the climate features, geographical formations, vegetation demonstrate the relevant properties on the anthropogeography and maps. (Reduction)

SS.6.3.4. Analyzes the impacts of climate on people's life activities in all aspects. (Enrichment)

SS.6.3.5. Makes inferences about the climatic characteristics by considering human life in different natural habitats around the world. (MEB)

SS.6.3.6. Generates healing ideas by assessing the impact on living conditions in terms of Turkey's climate. (Enrichment)

Science, Technology and Community Learning Domain

In the social studies 6th grade curriculum, innovative thinking, scientific research, scientific ethics and technology and life differentiation strategy in the domain of science, technology and society learning. Cognitive domain objectives are recalling, scientific practice, comprehension and analysis, taking affective domain objectives, scientific awareness, creation of value, utilization of time and organizing.

The skill objectives are innovative thinking, research skills, creative thinking, multiple literacy and intuitive deduction, appreciation of value objectives, scientificity, responsibility, self-confidence, sedulity and ethics. The relationship of differentiated science, technology and community learning domain with other secondary school courses;

1. Social Studies = Science, Technology and Society
2. Turkish = Science and Technology
3. Technology and Design = Design and Technological Solution

4. Mathematics = Data Processing
5. Media Literacy = Media as an Information Source
6. Folk Culture = Social Practices

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 6th grade science, technology and community learning domain achievements;

SS.6.4.1. Exemplifies of the impact of social sciences on social life considering studies and findings obtained in social sciences. (MEB)

SS.6.4.2. Advocates the necessity of legal procurement of products with copyright and patent rights. (MEB)

SS.6.4.3. Makes research using the scientific research steps. (MEB)

SS.6.4.4. Conducts a multi-dimensional analysis of the reflections of scientific and technological developments on social life and family relationships. (Enrichment)

SS.6.4.5. Utilizes the study subjects that can produce solutions to social problems by examining the research topics in social sciences. (Enrichment)

SS.6.4.6. Proposes ideas about the impacts of scientific and technological developments on future life. (MEB)

Production, Distribution and Consumption Learning Domain

In the social studies 6th grade curriculum, career plan in the domain of production, consumption and distribution learning, investment strategy, intuitive and analytical thinking skills, citizenship responsibility and awareness have been determined as differentiation strategy. Cognitive domain objectives are comprehension, analysis, intuition, evaluation and synthesis, affective domain objectives, teamwork, communion and valuation.

The skill objectives are deduction, financial analysis, innovation, research skills and intuitive thinking skills, appreciation of value objectives, self-confidence, collaboration, responsibility and courage. The relationship of differentiated production, distribution and consumption learning domain with other secondary school courses;

1. Social Studies = Science, Technology and Society
2. Turkish = Science and Technology
3. Technology and Design = Design and Technological Solution
4. Mathematics = Data Processing
5. Media Literacy = Media as an Information Source
6. Folk Culture = Social Practices

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 6th grade production, distribution and consumption learning domain achievements;

SS.6.5.1. Advocates the necessity and significance of taxation in consideration with the citizenship responsibility and contribution to the country's economy. (MEB)

SS.6.5.2. Searches for the qualified manpower, equity method and investment plans of developed countries around the world. (Enrichment)

SS.6.5.3. Investigates the characteristics, skills and education process required by the professions of interest. (MEB)

SS.6.5.4. Analyzes the importance and the place of qualified manpower for the development of Turkey's economy. (MEB)

SS.6.5.5. Evaluates the results of the unconscious consumption of these resources by researching the developing economic activities in relation to the regional distribution of our country's resources. (Reduction)

SS.6.5.6. Prepares investment and marketing project suggestions by considering Turkey's geographical features. (MEB)

Active Citizenship Learning Domain

Social studies 6th grade curriculum, democratic governance, positive discrimination, political literacy and comparative analysis in the domain of effective citizenship learning. Cognitive domain objectives are comprehension, comparing, conceptualizing and assessment, affective domain objectives, social valuation, socialization, organizing, and internalization.

The skill objectives are comprehension and expressing, perceiving time and chronology, research skills, observational skills and social literacy, the objectives of value appreciation, responsibility, objectivity, patriotism, and justice. The relationship of the differentiated domain of effective citizenship learning with other secondary school courses;

1. Social Studies = Active Citizenship
2. Turkish = Citizenship- Rights and Freedoms
3. Folk Culture = Social Practices
4. Law and Justice = Rights and Responsibilities
5. Human Rights Citizenship and Democracy = Right, Freedom and Responsibility

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 6th grade active citizenship learning domain achievements;

SS.6.6.1. Explains the relationship between the executive, legislative and judicial Powers in Republic of Turkey. (MEB)

SS.6.6.2. Realizes the appreciation for women in social life considering Turkish history and contemporary examples. (MEB)

SS.6.6.3. Explains that the rights and responsibilities are under constitutional guarantee by comprehending the importance of democracy in social life. (Reduction)

SS.6.6.4. Analyzes the factors affecting the government's decision making process. (MEB)

SS.6.6.5. Explains the relationship between the executive, legislative and judicial Powers in Republic of Turkey. (MEB)

SS.6.6.6. Examines the problems of practices that differ from democratic governance by investigating about different management styles around the world. (Enrichment)

Global Connections Learning Domain

Social studies Grade 6th grade curriculum, global connections, international role in the domain of learning, cultural influence, entrepreneurship, critical thinking skills and deducing have been determined as a differentiation strategy. Cognitive domain objectives are international role, cultural influence, entrepreneurship, critical thinking skills and deducing, taking affective domain objectives are teamwork, valuation, environmental awareness and multidimensional sensitivity.

The skill objectives are creative thinking, lateral thinking, multiple literacy, political literacy and financial literacy, appreciation of value objectives, sensitivity to cultural heritage, patriotism, loyalty, conservation and respect for cultural heritage. The differentiated global connections and the relationship of the learning domain with other secondary school courses;

1. Social Studies = Global Connections
2. Turkish = Time and Space
3. Folk Culture = Conservation of Intangible Cultural Heritage
4. Drama = Adaptation Studies
5. Media Literacy = Media as a Participation Platform

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 6th grade global connections learning domain achievements;

SS.6.7.1. Questions the impacts of popular culture on our culture. (MEB)

SS.6.7.2. Participates in social activities about to the conservation of cultural activities of our country. (Enrichment)

SS.6.7.3. Analyzes the economic relations of our country with other countries. (MEB)

SS.6.7.4. Analyzes the cultural, social and economic intercourses of our country with the Turkish Republics and neighboring countries. (MEB)

SS.6.7.5. Analyzes the our country's roles that plays in the international arena in terms of its political, military, economic and cultural features. (MEB)

SS.6.7.6. Develops new practices by examining the international tourism, economy and cultural interaction activities of our country. (Enrichment)

Differentiated Social Studies 7th Grade Curriculum

Individual and Community Learning Domain

In the field of social studies 7th grade curriculum, individual and community learning, communication, media literacy, social awareness, behavior and attitude and research skills have been determined as differentiation strategies. Cognitive domain objectives understanding, comprehension, self-control, analyzing and evaluating, affective domain objectives, respect for private life, social relations and interaction, organization and set of values are entirely qualified.

The skill objectives are critical thinking ability, self-control, multiple literacy and awareness, appreciation of value objectives, sensitivity to family communication, freedom, responsibility and self-confidence. The relationship of differentiated individual and community learning domain with other secondary school courses;

1. Social Studies = Individual and Society
2. Turkish = Individual and Society- Communication- Personal Development
3. Law and Justice = Rights and Responsibilities
4. Folk Culture = Folklore- Social Practices
5. Drama = Communication- Interaction
6. Human Rights and Democracy = Right, Freedom and Responsibility, Coexistence
7. Media Literacy = Individual, Society and Media- Media as a Participation Platform

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 7th grade individual and society learning domain achievements;

SS.7.1.1. Uses positive communication ways in his/her individual and social relationships. (MEB)

SS.7.1.2. Discusses the role of media in social change and interaction. (MEB)

SS.7.1.3. Fulfills the responsibilities and exercises the rights while utilizing communication tools. (MEB)

SS.7.1.4. Analyzes the change of communication tools from past to present along with their impacts on social life. (Enrichment)

SS.7.1.5. Questions his/her own attitudes and behaviors by analyzing the attitudes and behaviors that affect communication. (MEB)

SS.7.1.6. Develops projects, activities and projects that can propose solutions and awareness by investigating the problems arising from the development of communication technology in human relations. (Enrichment)

Culture and Heritage Learning Domain

Within the domain of social studies culture and heritage learning, the strategy of using historical evidence, research, questioning the change, perception of time and chronology and cultural analysis has been determined. The cognitive domain objectives are recalling, conceptualizing, analyzing and evaluating, taking affective domain objectives, objective resource usage, chronological awareness, and values.

The skill objectives are research, perception of chronology skill, analysis, multi-literacy and cultural analysis, objectives of value appreciation, accuracy, aesthetics, sensitivity, responsibility, and patriotism. The relationship of the differentiated domain of culture and heritage learning with other secondary school courses;

1. Social Studies = Culture and Heritage
2. Turkish = National Culture- Virtues- Individual and Society
3. Folk Culture = Conservation of Intangible Cultural Heritage
4. Drama = Adaptation in Drama and Different Spaces
5. Media Literacy = Media as a Information Source – Individual, Society and

Media

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 7th grade culture and heritage learning domain achievements;

SS.7.2.1. Explains the emergence of the Ottoman Empire as a political power and the factors that affected this process. (MEB)

SS.7.2.2. Exemplifies the perception of culture, art and aesthetics of Ottoman Empire. (MEB)

SS.7.2.3. Comprehends the processes that compelled the Ottoman Empire to change in accordance with the developments in Europe. (MEB)

SS.7.2.4. Analyzes the conquest policy of the Ottoman Empire by giving examples. (MEB)

SS.7.2.5. Makes inferences on social and economic changes considering the institutions occurred after the reform movements in the Ottoman Empire. (MEB)

SS.7.2.6. Generates deductions that will protect the consistency of the governments by analyzing the social, technological and political practices of the Ottoman State starting from its foundation to its dissolution. (Enrichment)

People, Places and Environments Learning Domain

Within the domain of social studies, learning people, places and environments, social mobility, problem solving skills, international migration, using evidence and intuitive thinking have been determined as differentiation strategies. Cognitive domain objectives are knowledge, conceptualization, analysis, assessment and synthesis, taking ineffective domain objectives, environmental awareness, cooperation, valuation and organizing.

The skill objectives are table, graph and diagram analyzing, cause-effect relations, problem solving, geographic literacy, interpretation and deduction, appreciation of value objectives, freedom, cooperation, responsibility and sensitivity. The relationship of the differentiated people, places and environments learning domain with other secondary school courses;

1. Social Studies = People, Places and Environments
2. Turkish = Nature and Universe- Time and Space- Rights and Freedoms
3. Science = Earth and Universe
4. Our City = I Know My City- Life in the City
5. Drama = Attention and Observation
6. Media Literacy = Media as an Information Source

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 7th grade people, places and environments learning domain achievements;

SS.7.3.1. Exemplifies of negative circumstances which may stem from the restriction of fundamental rights, freedom of residence and travel. (MEB)

SS.7.3.2. Makes inferences from the factors that affect the concept of settlement from the past to the present through sample surveys. (MEB)

SS.7.3.3. Interprets the demographic features of Turkey in line with the factors affecting the distribution of population in Turkey. (MEB)

SS.7.3.4. Discusses the causes and effects of migration through case studies. (MEB)

SS.7.3.5. Evaluates the policies and practices of Turkey about the international mobility of forced migration by examining it. (Enrichment)

SS.7.3.6. Develops mobility, regional development plans to reduce immigration by examining the immigration and population movements in Turkey. (Enrichment)

Science, Technology and Society Learning Domain

In the domain of social studies science, technology and society learning, intuitional thinking, examining change, scientific research, technological literacy and multiple literacy have been determined as differentiation strategies. Cognitive domain objectives are comprehension, scientific practice, evaluation and synthesis, taking affective domain objectives, reacting, awareness of time and organizing.

The skill objectives are chronological analysis, information literacy, creative thinking, research skills and decision-making, and appreciation of value objectives are freedom, scientificity, responsibility and sedulity. The relationship of differentiated science, technology and community learning domain with other secondary school courses;

1. Social Studies = Science, Technology and Society
2. Turkish = Science and Technology
3. Science = Physical Phenomenons
4. Technology and Design = From Nature to Design- Design and Technological

Solution

5. Mathematics = Data Processing
6. Media Literacy = Media as an Information Source
7. Folk Culture = Social Practices

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and reducing them. Social Studies 7th grade science, technology and community learning domain achievements;

SS.7.4.1. Examines the change and consistency in the conservation, extensification, and transfer of information. (MEB)

SS.7.4.2. Evaluates the contribution of free thought to scientific improvements. (MEB)

SS.7.4.3. Examines the impacts of scientific discoveries made in the past on today's society by investigating the reflections of past period social life. (Enrichment)

SS.7.4.4. Analyzes the impacts of developments in Europe between XV-XX. centuries on the formation of today's scientific knowledge. (MEB)

SS.7.4.5. Discusses the contribution of scholars raised in the Turkish-Islamic civilization to the scientific development process. (MEB)

SS.7.4.6. Develops scientific project ideas to meet the demands of today's society considering past scientific discoveries. (Enrichment)

Production, Distribution and Consumption Learning Domain

In the social studies 6th grade curriculum, career suitability in the domain of production, distribution and consumption learning, production technology, creative thinking, digital commerce and intuitive deduction have been determined as differentiation strategies. The cognitive domain objectives are recall, conceptualization, analysis, deduction and questioning, and synthesis, taking affective domain objective, cooperation, reacting and value analysis.

The skill objectives are career suitability, perception of change and consistency, innovation, research skills, perceiving time and chronology and intuitive thinking, appreciation of value objectives, sedulity, freedom, responsibility and self-confidence. The relationship of differentiated production, distribution and consumption learning domain with other secondary school courses;

1. Social Studies = Production, Distribution and Consumption
2. Mathematics = Probability
3. Turkish = Personal Development- Time and Space
4. Folk Culture = Social Practices- Folklore

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 7th grade production, distribution, consumption learning domain achievements;

SS.7.5.1. Explains the signifance of the land in production and management through examples from the past and present. (MEB)

SS.7.5.2. Exemplifies the roles and work of institutions and non-governmental organizations in social life. (MEB)

SS.7.5.3. Examines the changes in social and economic life by takin into account the reflection of the impact of technology on production activities on mass production and distribution of work. (Enrichment)

SS.7.5.4. Analyzes the changes that stem from the digital technologies in the production, distribution and consumption networks. (MEB)

SS.7.5.5. Examines the institutions that give vocational education and social responsibility from past to present and makes comparious among them with the practices of today's professional organizations. (Enrichment)

SS.7.5.6. Makes plans for professional choices considering the new professions that emerge by taking into account the developments around the world. (MEB)

Active Citizenship Learning Domain

In the social studies 7th grade curriculum, the improvement of democracy in the domain of active citizenship learning, democratic practices, problem solving, analytical thinking skills and multiple literacy differentiation strategies have been determined. Cognitive domain objectives are recalling, conceptualizing, practice, evaluating and synthesizing, taking affective domain objectives, social achievements, living coexistence, valuation and organizing.

The skill objectives are critical thinking, problem solving skills, questioning skills, decision-making and political literacy, appreciation of value objectives, peace, patriotism, communication, equality, self-control and objectivity. The relationship of the differentiated domain of active citizenship learning with other secondary school courses;

1. Social Studies = Active Citizenship
2. Turkish = Citizenship- Rights and Freedoms- Individual and Society
3. Folk Culture = Social Practices
4. Law and Justice = Rights and Responsibilities
5. Media Literacy = Media as a Participation Platform

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 7th grade active citizenship learning domain achievements;

SS.7.6.1. Explains the occurrence of democracy, its development stages, and the meanings defined at the present time. (MEB)

SS.7.6.2. Explains the Atatürk's contributions to the improvement of Turkish democracy. (MEB)

SS.7.6.3. Associates the essential characteristics of the Republic of Turkey with the practice of social life. (MEB)

SS.7.6.4. Analyzes the problems encountered in the practice processes of democracy. (MEB)

SS.7.6.5. By giving examples of democratic practices applied in the Republic of Turkey, he/she evaluates the reflections of these practices on society. (Enrichment)

SS.7.6.6. Develops suggestions about the duties of the governed and government to improve the functioning potential of the democratic governance approach. (Enrichment)

Global Connections Learning Domain

Within the global connections learning domain, international interaction, global awareness, brainstorming, multiple perspectives and deducing have been determined as differentiation strategy. Cognitive domain objectives are recall, comparing, analyzing, evaluating and synthesizing, listening to affective domain objectives, universal awareness, environmental achievement, universal value appreciation, and organizing.

The skill objectives are critical thinking, innovative thinking, technology literacy, creative thinking, crisis management and recognition of bias, appreciation of value objectives, peace, loyalty, respect, sensitivity to global problems, and objectivity. The relationship of differentiated global connections in the learning domain with other secondary school courses;

1. Social Studies = Global Connections
2. Turkish = Time and Space- Virtues
3. Folk Culture = Conservation of Intangible Cultural Heritage
4. Drama = Adaptation Studies
5. Media Literacy = Media as a Participation Platform- Media as a Source of Information

On the basis of differentiation strategies, the present MEB achievements have been retained, and achievement differentiation has been applied by enriching and narrowing them. Social Studies 7th grade global connections learning domain achievements;

SS.7.7.1. Exemplifies the international organizations in which Turkey is a member. (MEB)

SS.7.7.2. Knows Turkey's economic zone and organizations that have a relationship. (MEB)

SS.7.7.3. Questions the stereotypes regarding various cultures. (MEB)

SS.7.7.4. Analyzes the foundation purposes, activities and contributions of the institutions conducting international economic activities in world trade. (Enrichment)

SS.7.7.5. Examines the structure of international groups and organizations established against global problems, and evaluates their practices. (Enrichment)

SS.7.7.6. Brings suggestions for solving global problems with his/her friends. (MEB)

Result and Discussion

In the curriculums of gifted and talented students, it is necessary that an organized approach aimed at teaching higher-order thinking skills. Therefore, it has been aimed to

differentiate the social studies curriculum in accordance with the integrative curriculum model. Within the extent of the objectives, Benjamin Bloom's training objectives and cognitive process skills classification has been implemented during the achievement differentiation process of the curriculum. It is seen that the classification of training objectives is frequently used in differentiation practices. Bloom has been emphasized cognitive process skills in six stages as: recall, comprehension, practice, analysis, evaluation and synthesis.

In the differentiated social studies curriculum, 23 of the 4th grade achievements was retained, 10 new achievements were improved, 8 achievements were differentiated, and 1 achievement was reduced. 23 of the 5th grade achievements were retained, 14 of them were newly improved, 1 achievement was differentiated, and 4 achievements were reduced. 26 of the 6th grade achievements were retained, 10 gains were newly improved, 3 achievements were differentiated, and 3 achievements were reduced. 27 of the 7th grade achievements were retained, 11 achievements were newly improved, 3 achievements were differentiated and 1 achievement was reduced.

In the social studies curriculum that is differentiated in line with the integrated curriculum model, it has been elaborated to ensure that the information is not irrelevant from general context networks. When differentiating the curriculum, interdisciplinary relations of the learning domains of the social studies curriculum along with the learning domains of other secondary school courses, in which the learning domains of the social studies curriculum have common bonds regarding content have been made. In differentiated learning domains, instead of irrelevant subjects, comprehensive themes and terms are included. Therefore, it is aimed to provide both general and social studies domain-specific informations by enriching the content. In this respect, differentiation practice is organized pursuant to enrichment contents. As the differentiated curriculum is for gifted and talented students, the process has been conducted by taking into account that the interests, needs, abilities and characteristics of gifted and talented students. Considering the characteristics of the gifted and talented students for the achievement differentiation practices, extension, deepening, enrichment and reduction practices have been applied to the courses within the curriculum. Present achievements of the curriculum have been retained. The most important aspect of the integrative model based on differentiation practice is the basic content, namely, knowledge.

Atalay (2014) investigated the impact of differentiated social studies education on the academic success, attitude, critical thinking and creativity of gifted and talented students. The researcher differentiated the social studies 4th grade "Blessings" unit in line with the characteristics of gifted and talented people by using the integrated curriculum differentiation instruction. As a consequence of the research, it has been concluded that the unit of social studies 4th grade curriculum "Blessings", which was differentiated through the integrated curriculum instruction, had a positive effect on the academic success, achievement, attitude, critical thinking and creativity of gifted and talented students. Additionally, Kanlı (2008), Özyaprak (2012), İşkeller (2008), Sayı (2013), who carried out a curriculum differentiation surveys in similar ways for foreign languages, science and technology, Turkish and mathematics by investigating the impact of the differentiated curriculum on academic success, achievement, attitude, critical thinking and creativity found out similar results.

Korkut (2017) compared the knowledge level, academic success, problem solving and self-regulation skills of the students through the experimental procedure in his study named "Differentiated Social Studies Teaching According to the Integrated Curriculum Model in the Education of Gifted and Talented Students". Despite the fact that there has been no significant difference between the knowledge level and academic success of the experimental group and the control group, a significant difference has been detected in problem solving and self-regulation skills on behalf of the experimental group. In his study, Dreeszen (2009) found out that social studies teaching supports self-regulation skills, thinking skills, motivation skills,

problem solving skills and leadership skills in scope of education of gifted and talented individuals. Breiter (1991) concluded that the width of social studies is an excellent tool for education of gifted and talented people, and stated that he is glad to bring solution to complex life problems of gifted and talented individuals, and advocated that the real life problems which are to be presented to them should track a process from simple to complex. He indicated that problem situations which will challenges students in social studies education will improve their thinking skills. Lewin (1995) took the reviews of teachers about practices by applying the social studies curriculum, which is differentiated in line with to the integrated curriculum model. The researcher, who applied the differentiated curriculum model by considering the teachers' reviews, indicated that group work supported the increase of socialization level of the students. Moreover, he has found out the results that the curriculum, which provides students to generate practical solutions to the problems from real life, develops students' thinking skills. The researcher said that the integrated curriculum made it easier for students to connect with real life. Kieffer (1996) used the integrated education curriculum to differentiate the art course in his study. As a consequence of the research, he has found out that students made a significant learning process and a new perspective by means of collaborative works. Ford (2000) applied the integrated curriculum model to the experimental group and the traditional teaching method to the control group in his study with students at the 7th grade of secondary school. A significant increase has been observed in the academic success levels and attitudes to the course of the experimental group.

Tican (1996) has found out that the level of environmental awareness of students increased by applying differentiated instruction the unit related to air pollution in accordance with the integrated curriculum model in the interdisciplinary strategy. McCullar (1998) applied the integrated curriculum model in the USA to social studies, science, mathematics and english curriculums. As a result of the practice, an increase has been observed in the motivation and will levels of the students in general.

On the other hand, Çal (2018), who made research about the place and importance of social studies teaching in the education of gifted and talented students, examined the reviews of teachers who work for BİLSEM centers on the topic of the importance of social studies education for gifted and talented students. The researcher explains the place and importance of social studies teaching in social life in terms of adaptation to social life, creating citizenship consciousness, communication skills, socialization and verbal intelligence improvement, leadership and creativity development, researching, questioning and giving multiple point of views, awareness of their interests and abilities, learning social science disciplines, making up-to-date connections, developing sensitivity to social problems, developing problem solving skills, creating historical and cultural awareness, and values education. The researcher also stated that a commission should be formed by researchers and academicians and that formed commission should prepare an enriched program draft for the social studies course in BİLSEM. He emphasized that researchers should be encouraged to prepare activity-based teaching plans in BİLSEM centers, research activities in social sciences and activities for the development of social skills of students should be invented.

Mertol (2014), in his study which compares the reviews of teachers for the gifted and talented students in Turkey and USA, where these students are trained through differentiation curriculums, and also the sample studies of differentiation curriculum and activities in Turkey are not adequate along with perceiving that there is document sharing for the education of gifted and talented in two the countries in the domain of National Education websites. Also, it is founded that although both countries have multicultural structure, values education is underrated. In both countries, it is concluded that alternative methods and techniques are used in social studies education for gifted and talented people, drama method is used frequently, the use of smart-boards and internet is common, smart-board use is at the forefront in the USA,

along with the use of games in education has increased in the USA. Furthermore, the researcher has found out that while visual materials are at the forefront for the gifted and talented students in Turkey; in USA, written and verbal materials are at the forefront. It is thought that the social studies course provides an opportunity for learning outside of the class, and it is considered that students should be allowed to learn museum education, practical geography, historical asset and environment education and nature education practices by monitoring on-site.

In Deniz's study (2020), titled "Evaluation of Geography Secondary Education Program in regards to Gifted Education Program Skills and Skill Development," she enriched the 9th grade geography "climate knowledge" unit and re-prepared it in accordance with the teaching program. The researcher observed that after implementing the enriched program with a group of 20 students, the students' interest and participation in the lesson increased as a result of the research. Furthermore, it was concluded that the students structured the knowledge they gained and that the permanence in teaching increased.

In the study titled "Students' views on the subject area of 'matter and nature', enriched and accelerated by using the curriculum model of the gifted education program", which Elmas (2020) obtained its results from the student group where she applied the ÜYEP program, it was stated that the students found the course interesting, instructive, and also their interest and motivation towards the courses increased.

In Kılıç's (2019) experimental study titled "*The influence of the activities with original material on the critical reading abilities of gifted and intelligent students,*" a reading activity with unique material was planned for students who shown giftedness, and the research indicated that original texts contributed favorably to students' critical reading abilities.

It is considered that a course about the education of gifted and talented students may be added to the faculties of education. In this way, it is estimated that teachers who are involved in the identification process of gifted and talented students will have a full knowledge of the characteristics of gifted and talented people.

It is considered that institutions that give education to gifted and talented children may be supported by the Ministry of National Education at the source point.

It is advocated that plans and programs may be prepared for education faculty students in order to do internships at BİLSEM centers.

As gifted and talented students have high curiosity, it can be stated that educational activities should resume outside of the classroom. It is thought that an interactive learning environment where students are able to contact with their teachers instantly should be created.

It is considered that the programs of the out-of-school education centers established by local governance for gifted and talented students should be in a consistent structure that is updated in accordance with the characteristics and abilities of those students.

In social studies education, it is advocated that techniques such as multiple intelligence, creative writing, creative questions, and creative problem solving should be included.

Along with the changing world order, it is considered that the being adapt to change of educational institutions and education programs is quite substantial. Especially, for gifted and talented individuals, it is vital to take educational measures about high-level thinking skills and creativity to accomplish the training and development objectives of our country. Particularly, individuals with advanced innovative and creative thinking skills have developed creative deduction and adaptation skills for the future. In this sense, there is a need for effective programs prepared through high-level thinking skills that appeal to the domains of interest in which enriched activities, methods and techniques are utilized, differentiated in line with interests, needs and abilities.

A differentiated curriculum is necessary in the literature, especially for gifted and talented individuals. By means of these programs, it is considered that gifted and talented

students would display a deal of development by assigning their thinking skills and creativity with the environment, independent studies and experiences they will obtain from the current studies. Considering all these processes, this study, in which social studies 4, 5, 6 and 7th grade curriculum is differentiated, is hoped to be a unique and guiding program in the social studies education to gifted and talented students.

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