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**Examination of Social Studies-Based Curricula in Terms of Social Skills:  
A Comparative Investigation of Education Culture in Canada and Turkey**

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**Abstract**

This study aims to comparatively examine the types of social skills in the outcomes of Social Studies curriculum of Canada (Ontario) and Life Studies and Social Studies curriculum of Turkey. The study was conducted by a qualitative method. In the study, data was collected by document review. Descriptive analysis was used for the data analysis. According to the findings, despite there are differences in the frequency of social skills in Canada's Social Studies curriculum and Life studies and Social Studies curricula of Turkey; The types of social skills that stand out in primary school 1st and 2nd-grade outcomes of both countries are similar. It was found that the most frequently used social skill types in primary school 1st and 2nd-grade curriculum outcomes are "initial and advanced social skills." Also, the most frequently used social skill types in the curriculum of both countries in the 3rd and 4th-grade outcomes are "planning skills." The skills of dealing with feelings were not in the 3rd-grade outcomes of Canada Social studies curricula; the skills of coping with stress were not in the 3rd-grade outcomes of Turkey. As a result, the social studies curricula of both countries are acceptable in terms of "initial, advanced social skills, and planning skills".

**Keywords:** Social skills, Social studies, Life studies, Education culture, Education in Canada, Education in Turkey.

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## Introduction

Social Skills are competencies that allow the individual to be accepted in social environments and be in harmony with other people. It is expected behavior and action patterns from individuals with social skills to try to resolve the existing problem situation in a compromise way. Individuals are in harmony with the society they live in and the people they interact with, expressing their feelings, thoughts, and wishes through appropriate means of communication is crucial. These behavior and action patterns also support the individual's academic development as well as improve the social and emotional development of the individual. According to Elliott et al. (2001), social skills have a significant impact on students' academic development and teaching them how to manage negative reactions from others is necessary. Also, Keitz (1987) stated that the goal of education is to prepare individuals for a more prosperous life, and in order to achieve this goal, individuals need to be taught some of the basic skills they need. Among these skills that need to teach are social skills that make people responsible for their behavior and aware of the existence of others. In this sense, curricula of some countries focus on the teaching of these skills in the courses based on Social Studies and Life Science, whose main purpose is to raise individuals with values who are compatible with themselves, their environment, and society. Canada and Turkey Social Studies curricula are the best examples of this. Canada (Ontario) Social Studies curriculum aims to transfer social skills to the student by integrating them with each acquisition that serves the main purpose of the social studies course (OMOE, 2018). In Canada (Ontario) Social Studies Curriculum, social skills are presented a general framework under the title of "Healthy Relationships and Social Studies, History, Geography.

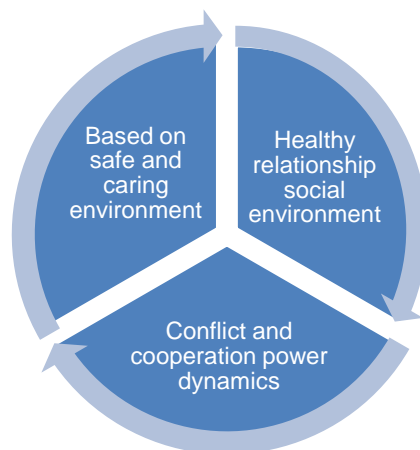


Figure 1. Canada (Ontario) Social Studies curriculum social skills (OMOE, 2018).

Figure 1 shows that in the Canadian (Ontario) Social Studies curriculum, it is desired to gain students social skills in three main target behavior environments. First of all, it was stated that it is aimed to continue teaching activities in an environment free from all kinds of ill-treatment based on "safe, compassion and caring" for every student without exception, but that individuals can learn more effectively and permanently in such environments. Secondly, it was stated that thanks to the "healthy and social environment" offered to the students, students can establish successful and deep-rooted relationships among themselves and with others, and those healthy relationships can develop where there is thoughtful, empathy, trust, and sensitivity, and this will enable students to reach their existing potential. Third, the social studies curriculum presents students to explore their personal responsibilities among themselves and in their relationships with other people in social life in primary

school. Also, it is stated that children discover conflict and cooperation between individuals, power dynamics, and human relations in primary school social studies lessons (OMOE, 2018).

There is no single view of what social skills are. Social skills were divided into different functions and categories by different researchers. Goldstein et al. (1983) created a social skills curriculum structured for introverted children who are not successful in communication skills to be harmonious and sensitive in personal and social relations, know stress management, and have mastery of planning skills. Social skills were classified into six categories according to the learning program. This classification is given in Figure 2.



Figure 2. Social skills classification (Goldstein et al. 1983).

According to Goldstein et al. (1983); “Group 1: Initial Social Skills listening, starting a conversation, chatting, asking questions, thanking, introducing oneself, introducing others, complimenting; Group 2: Advanced Social Skills: asking for help, participating, giving and following directions, apologizing and persuading others; Group 3: Skills for Dealing with Feelings; knowing your feelings, expressing your feelings, understanding others' feelings, dealing with someone else's anger, expressing love, dealing with fear, rewarding yourself; Group 4: Skills Alternatives to Aggression; Asking for permission, sharing something, helping others, negotiating, self-control, asserting your rights, responding to teasing, avoiding trouble with others, avoiding fighting; Group 5: Skills for Dealing with Stress: Complaining, responding to a complaint, post-game sportsmanship, coping with shame, dealing with an exclusion, standing up for a friend, responding to persuasion, responding to failure, head dealing with confusing messages, dealing with an accusation, preparing for a difficult conversation, dealing with group pressure; Group 6: Planning Skills: Deciding something to do, deciding what is causing a problem, setting goals, deciding on your abilities, gathering information, prioritizing issues, deciding, concentrating on a task” (Goldstein et al., 1983).

Social skills were included in the skills section in the Social Studies and Life Studies curriculum in Turkey and were associated with cooperation, social participation, problem-solving, and communication skills. In addition, it was stated that each of their skills was integrated with the outcomes (MEB, 2018a). In the literature, studies on social skills in primary school social studies courses (Denham, et al. 2006; Lestari & Arista, 2020; Nurlaila, 2015; Setyowati et al. 2019) and Canada

(Ontario) and Turkey Social Studies curriculum were compared (İlker et al. Akdeniz, 2021; Şener et al., 2021; Öztürk&Öztürk, 2013) are available. However, it hopes that this study will contribute to the literature as it is an original study in examining the outcomes of both countries in terms of social skills in detail, and the way the social studies curriculum handles social skills at the international level can be a guide for the studies of other countries on social skills and curriculum. In this context, the aim of this research is to study Canada (Ontario) Social Studies curriculum (1, 2, 3, and 4th grades) and Turkey Life Studies (1, 2nd, and 3rd grade), and Turkey Social Studies curriculum (4th grade). The purpose of this study is to analyze the learning outcomes according to Goldstein et al. (1980) Social Skills Classification. For this purpose, the research questions are as follows:

In Canada (Ontario) Social Studies curriculum (1, 2nd, 3rd, and 4th grade) and Turkey Life Studies (1, 2nd and 3rd grade) and Turkey Social Studies curriculum (4th grade);

1. What are the similarities and differences of the social skills included in the primary school 1st grade outcomes?
2. What are the similarities and differences of the social skills included in the primary school 2nd grade outcomes?
3. What are the similarities and differences of the social skills included in the primary school 3rd grade outcomes?
4. What are the similarities and differences of the social skills included in the primary school 4th grade outcomes?

## **Method**

### **Research Design**

The purpose of this research is to analyze the social skills in the outcomes in the Canada (Ontario) Social Studies curriculum. In line with this aim, the method of the research is basic qualitative research. In the studies designed with the qualitative method, the target is; It is reaching a deep perception about the event or phenomenon being examined (Morgan, 1997).

### **Study Group**

The study group of the research consists of the social studies curriculum updated in 2018 in the province of Canada (Ontario), the 2018 Life Studies curriculum in Turkey (1, 2, 3rd grade), and the Primary School Social Studies curriculum (4th grade). Criterion sampling, one of the purposeful sampling types, was used in the selection of the study group. It was also taken as a criterion that Canada (Ontario) Social Studies curriculum primary school 1st, 2nd, 3rd, and 4th-grade levels are equivalent to Turkey Life Studies curriculum (1, 2nd and 3rd grade) and Turkey Primary School Social Studies 4th-grade curriculum.

### **Data Collection**

The data of the research were collected through document analysis. Canadian (Ontario) Social Studies curriculum Ministry of Education Ontario (Ontario Ministry of Education); The Turkish Life Studies and Social Studies curricula were accessed from the official websites of the Ministry of Education Turkey. Subsequently, it was confirmed that the documents obtained were original.

## Data Analysis

Descriptive analysis was used in the analysis of the data and the frequency was calculated. Descriptive analysis is used to process data that does not require in-depth analysis (Yıldırım & Şimşek, 2008). After the analysis of the obtained data was completed, assistance was received from two faculty members who were experts in the field working in the Department of Classroom Education and Social Studies Education. The encoder reliability formula of Miles and Huberman (1994) was used to ensure reliability. The coding of researchers and other instructors was compared with each other, and the encoder reliability formula of Miles and Huberman (1994) was used. The concordance of the analysis between the researcher and the experts was calculated according to the formula "Reliability = Number of Agreements / Number of Agreements + Number of Disagreements". The coder reliability between researchers and experts was determined as 0.89 for the 1st research question, 0.90 for the 2nd research question, 0.92 for the 3rd research question, and 0.94 for the 4th research question. Since the mean of the coder reliability coefficient obtained as a result of the document review was 0.91, the analysis of the data collection tool used in this study can be considered reliable.

## Results

### The Similarities and Differences of Social Skills in the Primary School 1st- Grade Outcomes of the Curriculum

When the data obtained are examined, the social skills included in the 1st- grade outcomes of the Canadian Social Studies curriculum are given in Table 1.

Table 1 Social skills in the 1st grade outcomes of the canadian social studies curriculum

| Types of Social Skills            | <i>f</i> |
|-----------------------------------|----------|
| Initial socialskills              | 9        |
| Advanced socialskills             | 8        |
| Planning skills                   | 6        |
| Skills for dealing with feelings  | 3        |
| Skills alternatives to aggression | 2        |
| Total                             | 28       |

According to Table 1, "initial social skills" is the most common social skill type in the 1st-grade outcomes of the Canadian (Ontario) Social Studies curriculum. In the 1st grade curriculum, initial social skills are in 9 outcomes. Advanced social skills are included in 8 outcomes, planning skills in 6 outcomes, dealing with feelings in 3 outcomes, and alternative skills to aggression in 2 outcomes. Canada (Ontario) social studies curriculum primary school 1st-grade outcomes are mostly shaped within the framework of "relationships, responsibility, and respect". In Figure 3, an example outcome of the "advanced social skills" type, which expresses acceptable interpersonal communication ways, is given.

**A3.5** demonstrate an understanding that it is important to treat other people and the environment with respect

*Student talk:* "You shouldn't interrupt when someone else is talking. I don't like it when someone interrupts me." "When we walk on the nature trail, we stay on the path. We don't want to step on plants because it might kill them."

Figure 3 Canadian social studies curriculum 1st grade sample outcome (OMOE, 2018 p.70).

When the data obtained are examined, the social skills included in the 1st grade outcomes of the Turkish Social Studies curriculum are given in Table 2.

Table 2 Social skills in the 1st grade Outcomes of the Turkish life studies curriculum

| Types of Social Skills            | <i>f</i> |
|-----------------------------------|----------|
| Advanced social skills            | 16       |
| Initial social skills             | 4        |
| Planning skills                   | 1        |
| Skills for dealing with feelings  | 1        |
| Skills alternatives to aggression | 1        |
| Total                             | 23       |

As seen in Table 2, social skills are included in a total of 23 outcomes in the 1st-grade outcomes of the Turkish Life Studies curriculum. It is seen that the most common type of social skills is "advanced social skills" with 16 outcomes. In the second, "initial social skills" takes place in 4 outcomes. "Planning skills, dealing with feelings and alternative skills to aggression" are included in 1 each. In the 1st grade outcomes of Turkish Life Sciences, social skills are mostly gathered within the framework of life and relationships at school and home. In Figure 4, an outcome related to the in-class meeting activity, which is an example of the "initial social skills" type, is shown.

**LF.1.1.1. Participates in an in – class meetup event.**

*By introducing himself/ herself and meets his/her teache and friends*

Figure 4 Turkey life studies curriculum 1st grade sample outcome (MEBa, 2018 p.12).

When the types of social skills in the primary school 1st-grade outcomes of both countries are compared as similarities and differences, it is seen that there is a difference in the total social skill types in the 1st-grade acquisitions of Canada and Turkey. In Canada (Ontario) social studies curriculum, 28 outcomes social skills, but 23 outcomes in the Turkish Life Studies curriculum. The most common types of social skills in primary school 1st-grade outcomes of both countries are also different. In Canada (Ontario) Social Studies teaching, initial social skills take the first place in the 1st-grade outcomes;

Advanced social skills are the most frequently used social skills in the 1st-grade outcomes of the Turkish Life Studies curriculum. Planning skills, dealing with feelings, and skills alternative to aggression social skill types in the curriculums show similarities even though their frequencies are different. In addition, it is seen that the types of social skills for dealing with stress are not included in the 1st-grade outcomes in the curriculum of both countries.

### The Similarities and Differences of the Social Skills in the Primary School 2nd Grade Outcomes of the Curriculum

When the data obtained are examined, the social skills included in the 2nd grade outcomes of the Canadian Social Studies curriculum are given in Table 3.

Table 3 Social skills in the 2nd grade outcomes of the Canadian social studies curriculum

| Types of Social Skills           | <i>f</i> |
|----------------------------------|----------|
| Advanced social skills           | 8        |
| Initial social skills            | 6        |
| Planning skills                  | 5        |
| Alternative skills to aggression | 3        |
| Skills for dealing with feelings | 3        |
| Total                            | 25       |

As seen in Table 3, social skill types are included in a total of 25 outcomes in Canada (Ontario) Social Studies curriculum, primary school 2nd-grade acquisitions. The most common type of social skill is advanced social skills with 8 outcomes. It included initial social skills with 6 outcomes, planning skills with 5 outcomes, alternative skills to aggression, and skills to deal with feelings, respectively, in 3 outcomes. Canada (Ontario) social studies curriculum primary school 2nd-grade outcomes are shaped around "relationships, responsibility, respect" as in 1st-grade outcomes, however, advanced social skills are frequently emphasized by emphasizing the responsibility of the person to the world he lives in and his sensitivity for his future. As seen in Figure 5, an example of "advanced social skills" related to awareness and empathy in people's relations with their natural environment is included.

**B1.3** demonstrate an understanding of the importance of sustainability in people's interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions (*e.g., if people in dry regions do not use their water carefully, they may run out; if people do not use sustainable farming techniques, they may exhaust the fertility of the soil; responsible use of resources helps ensure that they will be available for future generations*)

*Sample questions:* "What might happen if people use too much water?" "What can happen when people cut down all the trees for farmland?"

Figure 5 Canadian social studies curriculum 2nd grade sample outcome (OMOE, 2018 p.82).

When the data obtained are examined, the social skills included in the 2nd grade outcomes of the Turkish Social Studies curriculum are given in Table 4.

Table 4 Social skills in the 2nd grade outcomes of the Turkish life studies curriculum

| Types of Social Skills           | <i>f</i> |
|----------------------------------|----------|
| Advanced social skills           | 12       |
| Planning skills                  | 8        |
| Initial social skills            | 5        |
| Alternative skills to aggression | 3        |
| Skills for dealing with feelings | 1        |
| Total                            | 29       |

According to Table 4, the most common social skill type in the 2nd grade outcomes of Turkish Life Studies teaching is advanced social skills with 12 outcomes. It is followed by planning skills with 8 outcomes, respectively. Initial social skills are in 5 outcomes. Alternative skills to aggression are in 3 outcomes, and the skills of dealing with feelings are in an outcome. Social skills are included in 29 outcomes in total 2nd-grade outcomes. Social skills were mainly included in the achievements of participating in the decision-making processes related to the classroom, helping friends and family, cooperation and solidarity, and participating in group activities. In Figure 6, an example outcome of advanced social skills related to classroom activities is given.

*LS.2.1.7. Follows the rules of working with the group in classroom and school activities. By emphasizing the basic rules of working with the group and the necessity of cooperation, the subject is handled within the framework of the values of justice, friendship, honesty, self-control, patience, respect, love, responsibility and benevolence with friends in school activities*

Figure 6 Turkish Life Studies curriculum 2nd grade sample outcome (MEBa, 2018 p.19).

The number of social skills in Canada (Ontario) Social Studies teaching primary school 2nd grade outcomes is 25, and the number of social skills in Turkey Life Studies 2nd grade outcomes is 33. The total number of social skills in the 2nd grade outcomes of both countries differs. In terms of Social Skill types, the most common type of social skills in the 2nd grade outcomes of both countries is advanced social skills. In Canada (Ontario) social studies teaching primary school 2nd grade outcomes, the second most common social skill types are initial social skills; Planning skills are the second most common social skill type in Turkish life studies teaching 2nd grade outcomes. Although the primary school 2nd grade outcomes of both countries are similar in terms of the number and order of outcomes of alternative skills to aggression, it has been observed that the 2nd grade outcomes of both countries do not include the skills for dealing with stress as in the primary school 1st grade outcomes.

### **The Similarities and Differences of the Social Skills in the Primary School 3rd Grade Outcomes of the Curriculum**

When the data obtained are examined, the social skills included in the 3rd grade outcomes of the Canadian Social Studies curriculum are given in Table 5.



Table 5 Social skills in the 3rd grade outcomes of the Canadian Social Studies curriculum

| Types of Social Skills           | <i>f</i> |
|----------------------------------|----------|
| Planning skills                  | 9        |
| Alternative skills to aggression | 4        |
| Skills for dealing with stress   | 3        |
| Advanced social skills           | 3        |
| Initial skills                   | 1        |
| Total                            | 20       |

The number of social skills in Canada (Ontario) Social Studies teaching as can be seen in Table 5, social skills are included in a total of 20 outcomes in Canada (Ontario) Social studies teaching 3rd grade outcomes, and it is seen that the most common type of social skill is planning skills. Alternative skills to aggression, respectively, 4 outcomes; skills for dealing with stress and advanced social skills are followed by initial social skills with 3 outcomes and 1 outcome.

In the Canadian (Ontario) social studies curriculum, 3rd grade outcomes are presented within the framework of "society, cooperation, solidarity, cooperation, responsibility". In Figure 7, historical events in which they compared whether conflict or cooperation was more dominant based on the relations of old societies with other societies in the 3rd grade; An example outcome of the "alternative skills to aggression" type, in which social relations are analyzed based on conflict or cooperation, is included.

**A3.7** describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation (e.g., cooperation between First Nations and settler communities with respect to the sharing of medicines and technologies; intermarriage between First Nations women and European men; cooperative efforts to establish farms and villages; conflict as settlers impinged on First Nations lands; conflicts between different religious or ethnic groups)

Figure 7 Canada (Ontario) Social Studies curriculum 3rd grade sample outcome (OMOE, 2018 p.91).

When the data obtained are examined, the social skills included in the 3rd grade outcomes of the Turkey Social Studies curriculum are given in Table 6.

Table 6 Social skills in the 3rd grade outcomes of the Turkish Life Studies curriculum

| Types of Social Skills       | <i>f</i> |
|------------------------------|----------|
| Planning skills              | 11       |
| Advanced social skills       | 11       |
| Initial skills               | 4        |
| Skills dealing with feelings | 2        |
| Total                        | 28       |

According to Table 6, social skills are included in 28 outcomes in the 3rd-grade acquisitions of the Turkish Life Studies curriculum. Planning skills and advanced social skills are included in 11 outcomes. It is followed by 4 outcomes in initial social skills and 2 outcomes skills dealing with feeling, respectively. The results of human and environment interaction, neighborhood relations, and planning were presented in the 3rd grade learning outcomes of Turkish Life Sciences. In Figure 8, an example outcome of the "planning skills" type, which emphasizes the advantages of being planned, is given.

**LS.3.2.7. He /She gives examples of the contributions of being planned to his/her personal life.**

*It focuses on the convenience of planning activities such as playing games, studying, reading, resting, sleeping, eating, spending quality time with family and friends, and using mass media.*

Figure 8 Turkish Life Studies curriculum 3rd grade sample outcome (MEBa, 2018 p.24).

There are differences in the number of social skill types in Canada (Ontario) Social Studies teaching primary school 3rd-grade outcomes and Turkey Life Studies primary school 3rd-grade outcomes. The number of social skills included in the 3rd-grade outcomes in Turkey is higher than the social skills in the 3rd-grade acquisitions of the Canadian (Ontario) Social Studies curriculum. However, the social skill type that ranks first in the 3rd-grade outcomes of both countries is planning skills. While the skills dealing with feelings are not in the social studies 3rd-grade outcomes in Canada (Ontario); Skills for dealing with stress and alternative skills to aggression are not included in the 3rd-grade outcomes of the Turkish Life Studies curriculum.

#### **The Similarities and Differences of the Social Skills in the Primary School 4th Grade Outcomes of the Curriculum**

When the data obtained are examined, the social skills included in the 4th grade outcomes of the Canadian Social Studies curriculum are given in Table 7.

Table 7 Social skills in the 4th grade outcomes of the Canadian (Ontario) Social Studies curriculum

| Types of Social Skills | <i>f</i> |
|------------------------|----------|
| Planning skills        | 12       |
| Advanced social skills | 10       |
| Total                  | 22       |

As seen in Table 7, in the 4th-grade outcomes of the Canadian (Ontario) Social Studies curriculum, social skills are included in a total of 22 outcomes. Planning skills are included in 12 outcomes and ranked first, while advanced social skills are included in 10 outcomes. The main points included in the 4th grade outcomes of social studies teaching in Canada (Ontario) are to focus on a problem, to solve problem situations that occur in daily events, to present the idea of planning to solve a problem by using appropriate communication tools and words with projects and documents. In Figure 9, an example outcome is given based on the planning skills that she/ he presents her/his research with appropriate diagrams and tables.

**A2.4** interpret and analyse information relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to help them determine the relationship between soil type, availability of water, and agricultural activity; analyse the content of paintings on the Internet or at a local gallery)

Figure 9 Canada (Ontario) Social Studies curriculum 4 th grade sample outcome (OMOE, 2018 p.102)

When the data obtained are examined, the social skills included in the 4th grade outcomes of the Turkish Social Studies curriculum are given in Table 8.

Table 8 Social skills in the 4th grade outcomes of the Turkish Social Studies curriculum

| Types of Social Skills | <i>f</i> |
|------------------------|----------|
| Planning skills        | 14       |
| Advanced social skills | 9        |
| Total                  | 23       |

According to Table 8, social skills are included in a total of 23 outcomes in the 4th -grade outcomes of the Turkish Social Studies curriculum. The most common types of social skill is planning skills. Planning skills are included in 4 outcomes. Advanced social skills are included in 9 outcomes. In the 4th -grade outcomes of the Turkish Social Studies curriculum, outcomes were presented within the framework of skills such as perceiving the space with the value of sensitivity to the natural environment, giving importance to family unity, being a conscious consumer, using evidence with values such as respect and responsibility, perceiving time and chronology and empathizing. An example outcome based on cooperation and planning skills is presented in Figure 10.

**SS.4.5.4. Creates a sample budget of its own.**

*It is ensured that the student and his/her family create an income and expenditure table over a sample budget amount. Local and socio-economic conditions and income levels of families are taken into account*

Figure 10 Turkey Social Studies Teaching 4th- grade sample outcome (MEBb, 2018, p.17)

Although the number of social skills outcomes in Turkey Social Studies curriculum 4th- grade outcomes and Canada (Ontario) Social studies 4th grade outcomes are different, they are similar in terms of social skill types. In the social studies curriculum of both countries, planning skills took first place and advanced social skills took second place in the achievements of the 4th -grade. Skills for dealing with feelings, skills for dealing with stress, and alternative skills to aggression were not included in the social studies teaching 4th-grade outcomes of both countries.

**Discussion and Conclusion**

In this study, the analysis of social skills in the Canadian (Ontario) Social Studies curriculum (1, 2, 3, and 4th grade) and Turkey Life Studies (1, 2, and 3rd grade) and Primary School Social Studies (4th grade) curriculum outcomes have been done.

According to the findings obtained with the first sub-purpose of this study, the most common type of social skills included in the first-grade outcomes of the Canadian (Ontario) Social Studies curriculum is "initial social skills", it has been observed that the most common type of social skills in the primary school 1st-grade outcomes of the Turkish Life Studies curriculum is "advanced social skills". The reason why the social skills type most frequently emphasized in the primary school 1st-grade outcomes differ in the 1st-grade curriculum outcomes of both countries may be since countries include social studies-based courses at different grade levels. While the social studies lesson in Canada begins in pre-school education; in Turkey, social studies-based courses (Life Studies) are given as of the 1st grade of primary school. However, although the frequencies of taking part in the outcomes are different, it was concluded that "planning skills, skills for dealing with feelings, alternative skills to aggression" similar social skill types were included in the 1st-grade outcomes of both countries. It has been observed that similar types of social skills have emerged since the primary school 1st-grade outcomes of both countries are shaped based on close environment, family, school, and social relations. Clark (2004) stated that the Canada (Ontario) 2018 social studies curriculum was successful in gaining social relations by being shaped based on firstly himself and his family, then his environment and the communities around him (Cited by Thomson, 2006).

According to the findings related to social skills in primary school 2nd-grade outcomes, which is the second sub-objective of the research, it has been concluded that "advanced social skills" are the most frequently used social skills in both Canada (Ontario) Social Studies curriculum and Turkey Life Studies curriculum. Planning skills took second place in the Turkish Life Studies curriculum; In the Canadian (Ontario) Social Studies curriculum, it was seen that initial skills came in second and planning skills came in third. The reason for this result may be due to the differences in the number of distributions of the 2nd-grade outcomes of the Turkish Life Studies curriculum. In Turkey Life Studies 2nd grade outcomes, the subjects started with family, school, and close environment relations, rules-based acquisitions were included at home and school, and planning skills came to the fore. The reason why the initial social skills take the second place in the 2nd-grade outcomes of the Canadian (Ontario) Social Studies curriculum may be a result of the fact that values are given more place in the 2nd-grade outcomes of primary school and that it aims to present the framework of social relations and responsibility. This finding of the study supports the finding that social studies education supported by the values in Supriatna's (2015) study affects the development of students' social skills. However, Rahmawati et al. (2021) stated in their study that sociocultural and value-supported books at the primary school level support social skills. In addition, Bickmore (2014) stated that the Canadian curriculum is based on multiculturalism and social cohesion.

According to the results obtained regarding the 3rd-grade outcomes, which is the third sub-objective of the research, "planning skills" took the first place in Canada (Ontario) Social Studies curriculum and Turkey Life Studies 3rd grade outcomes. By giving more importance to other disciplines of social studies (history, geography, citizenship), the curriculum of both countries includes gains that will support the skills of critical thinking, research, project-based studies, historical thinking, using evidence, and social research using digital technologies. Therefore, it can be stated that planning skills come first. This finding was reported by Şeren et al. (2021), which supports the finding that the social studies curriculum of both countries includes planning skills, comparison, research, decision-making, and problem-solving skills.

According to the information obtained about the types of social skills in the fourth-grade outcomes, which is the last sub-purpose of the research, it was concluded that planning skills and advanced social skills were given in the 4th-grade social studies curriculum outcomes of both countries. The fact that

the outcomes related to the use of digital resources in social studies and critical, historical, and creative thinking skills are frequently included in the 4th-grade outcomes may have highlighted the planning skills. In the study of Scott and Suh (2015), in which they examined social studies textbooks in terms of skills, they found that thinking skills support research, questioning, solution generation, and planning skills. Also, Suryani et al. (2021) stated in their studies that the social studies curriculum blended with digital affects students' social skills.

### Suggestions

As a result, although it is known that social skills support the academic success of students, the need for social skills such as adaptation, socialization and social problem solving of individuals is increasing in today's digital age competitive world. However, considering that the global pandemic process affects schools and students socially, emotionally and academically, social skills are not only "beginner and advanced social skills, planning skills"; "It can be said that coping with stress, dealing with emotions, and social skills alternatives to aggression should be included in the curriculum more frequently.

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