

## THE EXAMINATION OF SOCIAL STUDIES CURRICULUM OBJECTIVES BASED ON REVISED BLOOM’S TAXONOMY

Doç. Dr. Soner Mehmet Özdemir  
Kırıkkale Üniversitesi  
[ozdemir.soner@gmail.com](mailto:ozdemir.soner@gmail.com)

Arş.Gör. Serhat Altıok  
Kırıkkale Üniversitesi  
[serhataltiok@hotmail.com](mailto:serhataltiok@hotmail.com)

Nurcan Baki  
[nurcanbaki123@gmail.com](mailto:nurcanbaki123@gmail.com)

### Abstract

Taxonomy of cognitive domain developed by Bloom and his colleagues in mid 1950s was reviewed by a group under Anderson and Krathwohl editorship in the later years and published as revised Bloom’s Taxonomy with a number of changes and adjustments. This study aims to determine the objectives related to cognitive domain in 4th-7th grade Social Studies Curriculum to be included under which categories of knowledge dimension and cognitive process dimension of revised Bloom’s Taxonomy. This study was designed based on the qualitative research model and the data were collected through document analysis method. The results of the present study show that while three fifths of the objectives of social studies curriculum are included in the scope of “conceptual knowledge” category of the knowledge dimension; they are included mostly (40%) in the scope of “understand” category of the cognitive process dimension. Based on the findings, it is suggested that in the curriculum development processes, objectives are required to be structured in a way that they should help students solve the problems encountered in real life, create original ideas and products, improve their creativity and critical thinking skills, monitor, evaluate, regulate and be aware of their cognitive processes (metacognitive knowledge).

**Key Words:** Bloom’s taxonomy, social studies curriculum, cognitive domain, objective.