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SCIM-C Strategy in the 2024 Life Science Course Curriculum

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Abstract

The importance of accessing primary sources in order to shed light on history brings the SCIM-C strategy to the forefront. The SCIM-C strategy was developed to help students make sense of historical documents and develop historical thinking skills. It can be stated that the use of the SCIM-C strategy enables students to access information from primary sources, enhances their historical thinking skills, contributes to their critical and structured thinking, and particularly facilitates the interpretation of historical materials for students whose abstract thinking skills are not yet sufficiently developed. For students in the first three grades of primary school, where abstract thinking skills are still in the developmental stage, the use of the SCIM-C strategy may be significant in fostering the understanding of historical materials, accessing information from primary sources, and developing historical, critical, and structured thinking skills within the scope of the life science course. In this context, it is considered that the SCIM-C strategy can be used in achieving the learning outcomes of the life science course. Determining in which learning outcomes of the 2024 life science curriculum and how the SCIM-C strategy can be used constitutes the aim of this study. A qualitative research method was adopted in the study, and document analysis was employed. The data source of the research consisted of the 2024 life science curriculum. The data were analyzed by following the steps of document analysis. As a result of the study, it was determined that the SCIM-C strategy can be used in the learning areas of the life science course at the 1st, 2nd, and 3rd grade levels. It was identified that the strategy can be used in 7 learning outcomes at the 1st grade level, 10 at the 2nd grade level, and 11 at the 3rd grade level. It was observed that the learning area in which the SCIM-C strategy can be used most extensively is "My Place and My Country." Accordingly, it may be recommended to utilize the SCIM-C strategy particularly in the "My Place and My Country" learning area.

Keywords: Life science course, 2024 life science course curriculum, SCIM-C strategy.

Introduction

Education can be described as a comprehensive process that prepares children for the responsibilities, challenges, and social roles they will encounter in different areas of life. As a fundamental building block in the development of a society and the shaping of its future, education represents one of the most powerful tools that elevate societies to the level of contemporary civilization and enable individuals to be raised as conscious, productive, and responsible members of society (Uyar, 2022). The harmony and coherence among all components of this process are considered important for societal progress. The education system in Türkiye consists of three main structures: primary, secondary, and higher education. These three main structures form an integrated whole both within themselves and in relation to one another. One of the courses in primary education that prepares children for the responsibilities, challenges, and social roles they will encounter in different areas of life is the life science course. The distribution of learning outcomes in the life science course across different taxonomic domains reveals that the course has a multidimensional structure aimed at preparing individuals for life, enabling interaction with their environment, and instilling fundamental values (Ütkür Güllühan & Bekiroğlu, 2022; Yılmaz & Yarar Kaptan, 2023).

Developed based on the principle of integration and possessing an interdisciplinary understanding within the framework of the themes of human, nature, and society, the content of the life science course consists of social science, natural science, art, thought, and values (Tay, 2017). It can be stated that numerous knowledge areas, skills, and values are expected to be acquired through this content. Some of these knowledge areas, skills, and values are related

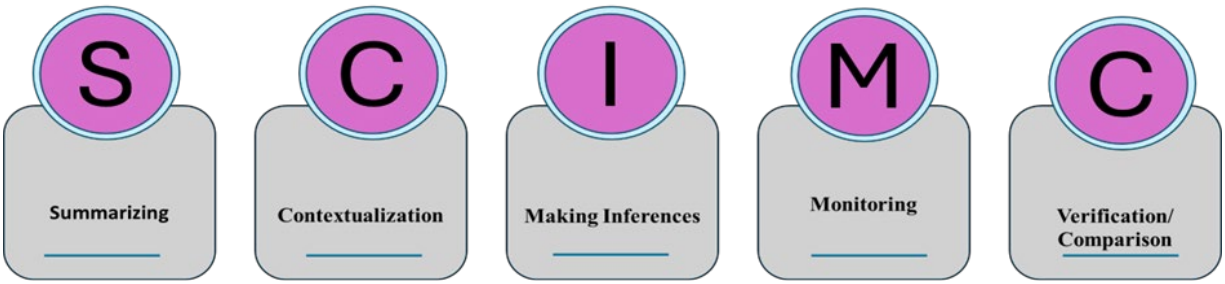
to history as a social science discipline. According to Demircioğlu (2015), history is not only a field of scientific inquiry but also holds a significant place as one of the fundamental social science disciplines taught in schools. Through historical content, it is aimed that students directly access primary sources, develop historical awareness regarding the places they live in or visit, and establish connections between the past and the present. In the life science curriculum, which was restructured in line with the "Türkiye Century Education Model," it is observed that many of the topics within the scope of the course are related to history. Within the scope of the life science course, particularly in the learning area titled "My Place and My Country," students are expected to recognize the place they live in and develop awareness regarding the importance of protecting historical sites and natural beauties. Considering that humans, objects, and nature possess a past, the inclusion of material culture education in the life science course and its examination of human natural and social life from past to present demonstrate that history holds fundamental importance within the life science course.

History is the art of systematically interpreting and making sense of events that occurred in the past. Acquiring historical knowledge means learning to view events critically and understanding the methods of questioning the past. Understanding history is a complex and multidimensional process. In order to make this process more effective, the SCIM-C [Summarizing, Contextualizing, Inferring, Monitoring, Corroborating] strategy was developed to assist teachers in supporting students in analyzing primary sources and constructing meaningful wholes by bringing together different historical narratives (Hicks et al., 2004). At this point, it is considered that the SCIM-C strategy, developed to structure historical thinking, will stand out as an important tool for teachers. When used in life science instruction, this strategy may enable students to make sense of historical documents, develop critical thinking skills, access historical knowledge, and engage in inquiry-based thinking.

The SCIM-C strategy, developed by David Hicks, is a five-stage approach that guides students in analyzing primary sources and structuring their historical thinking skills (Yetişensoy, 2021). In the first four stages of this strategy, students examine different historical sources within the framework of specific guiding questions; in the final stage, they make comparisons among these sources and reach synthesis-based historical conclusions (as cited in Yetişensoy, 2021). Given its historical content, the life science course is considered suitable for the use of the SCIM-C strategy. The stages of the SCIM-C strategy are presented in Figure 1.

Figure 1.

Stages of the SCIM-C Strategy



The first stage of the SCIM-C strategy is summarizing. In this stage, the student objectively summarizes the content of the examined historical source, and answers to the following questions are sought:

• What does the source say?

• What type of information does it contain?

• By whom, when, and for what purpose was it produced?

The second stage of the strategy is described as contextualizing. The main focus of this stage is addressing the historical context in which the source was produced. This stage enables the evaluation of the source within a broader historical framework. For this purpose, answers to the following questions are sought:

• To which historical event or period does this source belong?

• What does it signify in social, political, and cultural terms?

• What developments were taking place during the period in which the source was produced?

In the third stage of the strategy, inferring, inferences are made regarding meanings, intentions, and assumptions that are not explicitly stated in the source. The student is expected to interpret what is implied in the source. Example questions are as follows:

• What value judgments does the source imply?

• What might be the purpose of the source?

• What kinds of assumptions or tendencies does it contain?

The fourth stage of this strategy is monitoring. In this stage, the student questions the consistency and basis of their interpretations. Answers to the following questions are sought in order to foreground self-assessment and critical thinking:

• Which ideas or images in the source need to be identified?

• Are my inferences supported by the data?

• Am I able to recognize my own biases?

• Is the method I am using reliable?

In the final stage of the SCIM-C strategy, corroborating, the student evaluates the accuracy and reliability of sources by comparing them with other sources. In this stage, answers to the following questions are sought, thereby completing all stages of the strategy:

• Do other sources support this information?

• How do different perspectives provide coherence?

• How can the reliability of the source be measured?

The use of the SCIM-C strategy, which consists of five stages, has various advantages. According to Hicks et al. (2004) and Hicks et al. (2016), this strategy guides teachers in

effectively using primary sources in the classroom. The strategy contributes to students' accurate identification of the essential characteristics of primary sources and encourages them to approach these sources with a critical perspective. This process supports students in developing the habit of questioning historical sources and encourages them to actively participate in the historical inquiry process. Additionally, the SCIM-C strategy develops students' abilities to think like historians, evaluate historical events within the conditions of their period, analyze and interpret primary sources. Furthermore, by systematizing the process of establishing meaningful connections among different sources and evidence, it helps students generate evidence-based inferences (as cited in Yetişensoy, 2021). In this respect, the SCIM-C strategy contributes to the development of historical understanding by providing a systematic structure for summarizing, contextualizing, and drawing inferences from documents (Lee & Clarke, 2004). Van Hover et al. (2008) describe this strategy as an important instructional strategy that teaches students to participate in the construction of history and enables them to learn how historical inquiry is conducted.

The primary reason for the importance of the SCIM-C strategy in education is that it contributes to students' ability to make sense of historical documents and develop historical thinking skills (Hicks et al., 2004). This strategy allows students to examine and interpret historical documents through an inquiry-based approach. When students use historians' methods and ways of thinking, they gain an understanding of how historical knowledge is produced; this, in turn, contributes to their awareness of the nature and interpretive character of historical knowledge (Nalbantoğlu, 2022). When the stages of the SCIM-C strategy are examined, it is observed that students whose critical and creative thinking skills develop are able to evaluate their own learning processes and question the reliability and validity of historical sources by comparing them with different forms of evidence. This process supports students in approaching historical events from a critical, impartial, and multidimensional perspective. In this respect, the SCIM-C strategy moves instruction away from passive knowledge transmission and provides a structure that engages students in active thinking, consistent with contemporary educational approaches. However, in our country, the limited number of class hours and the intensity of instructional content may constitute a limitation in the effective implementation of the SCIM-C strategy. On the other hand, considering the learning outcomes and process components of the 2024 life science curriculum, it is believed that the use of the SCIM-C strategy may provide a significant contribution. Indeed, the extent to which the methods, techniques, strategies, and materials used in instruction reflect or model real life is of great importance in terms of the permanence of learning (Aykaç, 2011). In this context, it can be stated that the SCIM-C strategy, which is compatible with the constructivist approach, active learning, and inquiry-based instruction, has significant potential, particularly in developing source-based inquiry skills and creating effective learning environments in life science education.

When the literature is examined, it is observed that the SCIM-C strategy has been addressed in science related to history, social science, and providing practical recommendations for teachers' classroom practices (Hicks et al., 2004; Yetişensoy, 2021). As a result of the literature review, it has been determined that science addressing this issue within the context of the life science course are insufficient. This study, which aims to describe the

usability of the SCIM-C strategy in the 2024 life science curriculum and how it can be implemented in the learning outcomes where it is determined to be applicable, is considered to contribute to the relevant literature and fill an important gap.

When the life science curriculum is examined, its principles emphasize placing research and inquiry at the center in order for students to construct their knowledge and skills, and focusing on holistic development through the combined use of knowledge, skills, dispositions, and values (Ministry of National Education [MoNE], 2024b). These principles may render the use of the SCIM-C strategy important in the life science course. In this context, it is considered that the SCIM-C strategy will be compatible with the learning outcomes and process components of the 2024 life science curriculum and will support student-centered learning. In contemporary education systems, it is believed that acquiring information from multiple sources and verifying this information enables students to develop awareness regarding the reliability of information and enhances their critical thinking skills. Accordingly, the main research problem of this study, which aims to describe in which learning outcomes and process components of the 2024 life science curriculum the SCIM-C strategy can be used and how it can be implemented, is formulated as follows: "What is the applicability of the SCIM-C strategy within the learning outcomes and process components of the life science curriculum?" Within the scope of this main problem, answers were sought to the following sub-problems:

1. What is the applicability of the SCIM-C strategy within the first-grade learning outcomes and process components of the life science curriculum?

2. What is the applicability of the SCIM-C strategy within the second-grade learning outcomes and process components of the life science curriculum?

3. What is the applicability of the SCIM-C strategy within the third-grade learning outcomes and process components of the life science curriculum?

Method

Research Design

In this study, which aims to determine the applicability of the SCIM-C strategy within the learning outcomes and process components of the life science course, a qualitative research approach was employed. Qualitative research is an approach that examines a specific program, practice, or setting in detail and seeks to understand the nature of relationships, actions, situations, and materials (Fraenkel et al., 2012; Mertens, 2010). Document analysis, one of the data collection methods used in qualitative research, involves the systematic and detailed examination of written materials related to the phenomenon or phenomena under investigation (Creswell, 2013; Yıldırım & Şimşek, 2011). In this context, the 2024 life science curriculum, which constituted the data source of the study, was treated as a document and examined. During the examination process, the learning outcomes and process components included in the curriculum were evaluated in terms of the applicability of the SCIM-C strategy.

Data Source

The data source of the research was determined through criterion sampling, one of the purposive sampling methods. In qualitative research, purposive sampling refers to the

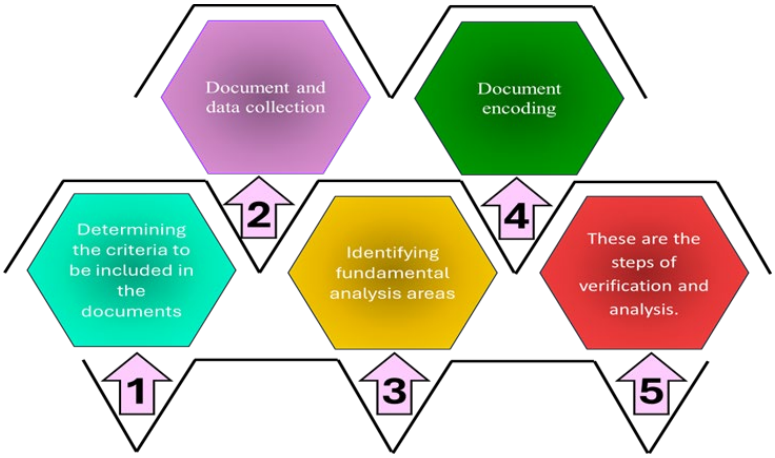
selection of information-rich cases appropriate to the purpose of the study (Sönmez & Alacapınar, 2014; Yağar & Dökme, 2018), whereas criterion sampling involves selecting and reviewing cases that meet predetermined criteria (Patton, 2014). In this context, the reason for examining the 2024 life science curriculum in this study is that it is the current curriculum implemented in the 2024–2025 academic year, and this condition was considered as a criterion.

Research Process

In the study, the five-step document analysis method developed by Altheide (1996) was used. These steps are presented in Figure 2.

Figure 2.

Steps of Document Analysis



In the first step, determining the criteria to be included in the documents, the document was selected by considering screening criteria and inclusion criteria. Rather than including all life science curricula developed during the Republican period, only the most recently developed and currently implemented 2024 life science curriculum was included in the study. The screening criterion was defined as the life science curriculum, and the inclusion criterion was defined as the currently implemented curriculum. In the document and data collection step, since the applicability of the SCIM-C strategy was to be examined within the selected document, the literature was reviewed in the context of the SCIM-C strategy, the fundamental characteristics of the strategy were identified, and the data collection process from the document was initiated. In determining the basic units of analysis, the entire 2024 life science curriculum was not examined; instead, the learning outcomes and process components were identified as the main units of analysis. In the fourth step, coding the document, all learning outcomes and process components at the 1st, 2nd, and 3rd grade levels in the curriculum were examined, and coding was conducted in line with the applicability of the SCIM-C strategy. The suitability of the learning outcomes and process components for the SCIM-C strategy was determined based on the stages of the strategy. Accordingly, learning outcomes that included at least one of the following skills were coded as appropriate for the SCIM-C strategy: analyzing historical sources, evaluating them within their context, making evidence-based inferences, and establishing relationships among sources. In addition, learning outcomes and process components that required students to express knowledge, evaluate events, phenomena, and

situations within their own context, make inferences, establish relationships, and develop appropriate attitudes and behaviors based on the knowledge they acquired were also evaluated as applicable within the scope of the SCIM-C strategy due to their alignment with the cognitive processes included in the strategy. Finally, within the verification and analysis step, the accuracy of the coding generated in the previous steps was tested. During the data coding process, the researcher, a life science education expert, and a classroom teacher independently conducted the coding. The reliability of the coding was calculated using the reliability formula developed by Miles and Huberman (1994). As a result of the calculation, the inter-rater agreement coefficient was found to be .95, indicating a high level of reliability in the coding. The analysis results were presented through tables, and direct quotations related to the learning outcomes and process components were included.

Ethical Permits of Research:

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Since the research was conducted using publicly available documents, ethics committee approval was not required.

Findings

In this study, it was determined in which learning outcomes and process components of the 2024 life science curriculum the SCIM-C strategy can be used and how it can be implemented. In Table 1, the applicability of the SCIM-C strategy in the learning areas of the life science curriculum is presented according to grade levels.

Table 1.

Applicability of the SCIM-C Strategy in the Learning Areas of the Life Science Course Curriculum

	Learning outcomes in which the SCIM-C strategy can be used		
Learning areas	1st grade	2st grade	3st grade
1. Me and My School	HB.1.1.2	-	HB.3.1.1/HB.3.1.2
2. My Health and Safety	-	-	HB.3.2.1
3. My Family and Society	-	HB.2.3.1	HB.3.3.3
4. My Place of Residence and My Country	HB.1.4.1/HB.1.4.2/ HB.1.4.3/HB.1.4.4/ HB.1.4.5	HB.2.4.1/ HB.2.4.2/HB.2.4.3/ HB.2.4.4/HB.2.4.5	HB.3.4.1/ HB.3.4.2/HB.3.4.3/ HB.3.4.4
5. Nature and the Environmt	-	HB.2.5.2	-
6. Science, Technology and Art	HB.1.6.2	HB.2.6.1/ HB.2.6.2/ HB.2.6.3	HB.3.6.1/HB.3.6.2/ HB.3.6.3
Total number of learning outcomes in which the SCIM-C strategy can be used	7	10	11
Total number of learning outcomes in the curriculum	23	23	20

In the 2024 life science curriculum, it was determined that the SCIM-C strategy can be used in a total of seven learning outcomes at the first-grade level. It is observed that the strategy can be used in five learning outcomes in the "My Place of Residence and My Country" learning area and in one learning outcome each in the "Me and My School" and "Science, Technology, and Art" learning areas. However, it was determined that there are no learning outcomes in the "My Health and Safety," "My Family and Society," and "Nature and Environment" learning areas in which the SCIM-C strategy can be used.

At the second-grade level, it was determined that the SCIM-C strategy can be used in a total of ten learning outcomes. It is observed that this strategy can be used in five learning outcomes in the "My Place of Residence and My Country" learning area, three in the "Science, Technology, and Art" learning area, and one each in the "My Family and Society" and "Nature and Environment" learning areas. In contrast, it was determined that there are no learning outcomes in the "Me and My School" and "My Health and Safety" learning areas in which the SCIM-C strategy can be used.

At the third-grade level, it was determined that the SCIM-C strategy can be used in a total of eleven learning outcomes. It is observed that this strategy can be used in four learning outcomes in the "My Place of Residence and My Country" learning area, three in the "Science, Technology, and Art" learning area, two in the "Me and My School" learning area, and one each in the "My Health and Safety" and "My Family and Society" learning areas. However, it was determined that there are no learning outcomes in the "Nature and Environment" learning area in which the SCIM-C strategy can be used. The learning outcomes and process components in which the SCIM-C strategy can be used in the "Me and My School" learning area of the first-grade life science course are presented in Table 2.

Table 2.

Learning Outcomes and Process Components in the 1st Grade "Me and My School" Learning Area in Which the SCIM-C Strategy Can Be Used

Learning area	Learning outcome
1. Me and My School	HB.1.1.2. Recognizing the school environment a) Recognizes their classroom, school sections, and school staff that are new to them. b) Expresses their observations regarding the school environment and staff.

In the learning outcome "HB.1.1.2 Recognizing the school environment," an activity example can be created in the "Me and My School" learning area by using observations related to school staff that constitute primary sources regarding school personnel. An activity example for the use of the SCIM-C strategy in this learning outcome may be structured as follows: In the learning outcome HB.1.1.2 Recognizing the school environment, in the first step of the strategy, summarizing, students are provided with the history of the school, if available. Information is obtained about who founded the school and when. A school tour is conducted, and students are asked to express their observations regarding school staff, which constitute primary sources. In the contextualizing stage, past developments that occurred in the school are examined. In the inferring stage, students make short statements about their observations. In the monitoring stage, students are asked the question, "Which sections did you visit at school today, and what did you do?" and awareness about the topic is developed. In the final

stage, corroborating, in order to provide students with different perspectives, the historical comparison of the school and home environments is conducted. The learning outcomes in which the SCIM-C strategy can be used in the "My Place of Residence and My Country" learning area of the first-grade life science course are presented in Table 3.

Table 3.

Learning Outcomes and Process Components in the 1st Grade 4th Learning Area of the Life Science Course in Which the SCIM-C Strategy Can Be Used

Learning area	Learning outcomes
4. My Place of Residence and My Country	HB.1.4.1. Explaining the general characteristics of the place where one lives and of our country HB.1.4.2. Expressing the importance of the Turkish Flag and the National Anthem HB.1.4.3. Expressing information about the life of Mustafa Kemal Atatürk HB.1.4.4. Expressing the feelings experienced on national days and holidays HB.1.4.5. Expressing the feelings experienced on religious days and holidays

In the "My Place of Residence and My Country" learning area, activity examples related to the SCIM-C strategy can be provided for five learning outcomes: HB.1.4.1, HB.1.4.2, HB.1.4.3, HB.1.4.4, and HB.1.4.5. In the HB.1.4.1 learning outcome, historical information introducing the local environment (province, district, village) is presented through photographs, videos, or drawings, and the activity example is continued in accordance with the stages of the strategy. In the HB.1.4.2 learning outcome, information is shared about how the flag and the National Anthem were formed in the past, the story of the poetry competition, and related visuals, thus enabling the SCIM-C strategy to guide the effective use of primary sources in the classroom environment. In the HB.1.4.3 learning outcome, historical visuals, short videos, and storybooks related to Atatürk's childhood are presented. These different primary sources provided through the SCIM-C strategy develop students' analysis and interpretation skills. In the HB.1.4.4 and HB.1.4.5 learning outcomes, by showing a short video related to a national day or holiday and explaining what is done during religious holidays and the activities carried out today, students are enabled not only to correctly identify the basic characteristics of primary sources but also to develop the ability to evaluate past historical conditions within their contextual framework.

Regarding the use of the SCIM-C strategy for the HB.1.4.1 learning outcome, the following activity example was created based on the SCIM-C strategy: In the summarizing stage, historical information introducing the local environment (province, district, village) is provided through photographs, videos, or drawings. In the contextualizing stage, the location of the place lived in within the country is shown on a physical and relief map as a primary source. A relationship is established between the geographical location of the place lived in and the country. In the inferring stage, the lives of children living in other places are compared with the student's own life. In the monitoring stage, the student observes the characteristics of the place they live in through a trip for several days. In the final stage, corroborating/comparing, the student compares the place they live in with the places observed by their classmates. The activity example developed in line with the SCIM-C strategy for the HB.1.4.2 learning outcome may be structured as follows: In the summarizing stage, information is shared about how the

flag and the National Anthem were formed in the past, along with the story and visuals of the poetry competition. In the contextualizing stage, a short story or cartoon is shown about why the flag and the anthem are important in a cultural context. Students understand why our flag is valuable to us and why we listen to our anthem standing. In the inferring stage, a discussion is held about how one would feel if respect were not shown to the flag or the anthem. In the monitoring stage, students are asked to notice and record where they see or hear the flag and the anthem during a week. They become aware of where they encounter these symbols in daily life. In the final stage, corroborating/comparing, the flags and anthems of different countries are introduced. By comparing them with our own flag, students develop a sense of national identity.

In order to support the HB.1.4.3 learning outcome, an activity example based on the SCIM-C strategy is presented: In the summarizing stage, historical visuals, short videos, and storybooks related to Atatürk's childhood are presented as sources. In the contextualizing stage, the conditions of the period in which Atatürk lived are explained. In the inferring stage, students think about Atatürk's actions and make inferences such as "What would have happened if he had not existed?" In the monitoring stage, the student notices the places where they see Atatürk's name (school name, statue, poster, etc.) during a week. In the final stage, corroborating/comparing, Atatürk's childhood is compared with the student's own childhood, and the student takes Atatürk as a role model.

Regarding the use of the SCIM-C strategy in the context of the HB.1.4.4 learning outcome, an activity example illustrating how the strategy can be implemented is presented: In the summarizing stage, a short video related to national days and holidays is shown to the student. Visuals about how the holiday was formed and how it was celebrated in previous years are presented. In the contextualizing stage, the reasons why holidays are celebrated and the historical meaning of these days are questioned. Answers are sought to questions such as "Why is today special? Why do we celebrate?" By making the inference that the day was gifted to children, students are asked to imagine a day when the holiday is not celebrated at all. The question "What would be missing if there were no national holidays?" is asked. In the monitoring stage, students are asked to draw pictures about what they feel during national holidays throughout the day. In the corroborating/comparing stage, they compare their own drawings with those of their classmates based on the feelings expressed.

For the HB.1.4.5 learning outcome, the activity example prepared by benefiting from the SCIM-C strategy is as follows: In the summarizing stage, students explain what was done in religious holidays in the past and what is done today: Eid prayer, visiting elders, holiday sweets, etc. In the contextualizing stage, the meaning of the holiday is explained in child language: sharing, joy, togetherness. In the inferring stage, students are asked to imagine a day when religious days and holidays do not exist or are not celebrated. In the monitoring stage, students observe and then explain what they feel during the holiday. In the corroborating/comparing stage, everyone in the class tells their holiday memory and emotions are compared. What was done in past holidays and what is done today is schematized using the hourglass technique. The learning outcome in which the SCIM-C strategy can be used in

the "Science, Technology, and Art" learning area of the first-grade life science course is presented in Table 4.

Table 4.

Learning Outcomes in the 1st Grade 6th Learning Area of the Life Science Course in Which the SCIM-C Strategy Can Be Used

Learning area	Learning outcomes
6. Science, Technology and Art	HB.1.6.2. Asking questions about what they are curious about related to technology Asks questions about a presented technological topic that they are curious about.

In the "Science, Technology, and Art" learning area, it is observed that HB.1.6.2 is used in one learning outcome. Here, by showing educational content such as documentaries, animations, and videos about a technological development or product, meaningful connections are established between different sources and evidence through historical documentaries about technological tools used in the past. The activity example for the use of the SCIM-C strategy in the HB.1.6.2 learning outcome may be structured as follows: In the summarizing stage, students are shown educational content such as documentaries, animations, or videos about a technological development or product. Historical documentaries about technological tools used in the past are shown, and in the contextualizing stage, connections are established with present-day tools. In the inferring stage, students generate ideas about what kinds of problems would be experienced today in education, transportation, communication, and health if technological tools used in these fields did not exist. In the monitoring stage, they are expected to explain their observations from the educational content they watched. In the corroborating/comparing stage, how technology has progressed from past to present is made noticeable. The learning outcome in which the SCIM-C strategy can be used in the "My Family and Society" learning area of the second-grade life science course is presented in Table 5.

Table 5.

Learning Outcomes and Process Components in the 2nd Grade 3rd Learning Area of the Life Science Course in Which the SCIM-C Strategy Can Be Used

Learning area	Learning outcomes
3. My Family and Society	HB.2.3.1. Interpreting the importance of the family a) Examines examples given regarding the importance of the family. b) Expresses in their own words the inferences they make regarding the importance of the family.

In the HB.2.3.1 learning outcome within the "My Family and Society" learning area, an imaginary but realistic short letter written by a grandmother to her grandchild is presented, and it is emphasized that this letter is a primary source. The activity example developed by benefiting from this source enables students to evaluate historical events within the framework of the conditions of the past period. Regarding the use of the SCIM-C strategy for the HB.2.3.1 learning outcome, the following activity example was created based on the SCIM-C strategy: Students are given an imaginary but realistic short letter written by a grandmother to her grandchild. It is emphasized that this letter is a primary source. In the summarizing stage, the letter is read to obtain information about what the grandmother explains in the letter. In the contextualizing stage, questions are asked to understand why elders in the family are valuable. In the inferring stage, what students understand about the importance of the family from this

letter is discussed. In the monitoring stage, when rereading the letter, the student notices whether they have any prejudices regarding the importance of the family. In the corroborating/comparing stage, the student is asked to provide a similar example from their own family. The learning outcome in which the SCIM-C strategy can be used in the "My Place of Residence and My Country" learning area of the second-grade life science course is presented in Table 6.

Table 6.

Learning Outcomes and Process Components in the 2nd Grade 4th Learning Area of the Life Science Course in Which the SCIM-C Strategy Can Be Used

Learning area	Learning outcomes
4. My Place of Residence and My Country	HB.2.4.1. Identifying historical sites and natural beauties in their immediate environment a) Notices historical sites and natural beauties in their immediate environment. b) Expresses the basic characteristics of historical sites and natural beauties in their immediate environment. HB.2.4.2. Gathering information from sources about the administrative units of the place where they live a) Finds information from sources about the administrative units of the place where they live. b) Records the information found about the administrative units of the place where they live. HB.2.4.3. Interpreting memories related to Mustafa Kemal Atatürk's student years a) Examines memories related to Mustafa Kemal Atatürk's student years. b) Expresses memories related to Mustafa Kemal Atatürk's student years. HB.2.4.4. Interpreting the importance of national days and holidays a) Shares experiences related to national days and holidays. b) Expresses the importance of national days and holidays. HB.2.4.5. Interpreting the importance of religious days and holidays a) Shares experiences related to religious days and holidays. b) Expresses the importance of religious days and holidays.

The SCIM-C strategy was determined to be used in five learning outcomes within the "My Place of Residence and My Country" learning area. Within the scope of the HB.2.4.1 learning outcome, a field trip to primary sources such as a mosque or a castle is provided to students through the SCIM-C strategy, and it is noticed by whom, when, and for what purpose these sources were produced. In the HB.2.4.2 learning outcome, a question that can be asked to the mayor or the headman is prepared, and primary sources are obtained from this. In the HB.2.4.3 learning outcome, a short memory from Atatürk's student years is used to establish a relationship between that period and today's school conditions, and inferences are made. In the HB.2.4.4 and HB.2.4.5 learning outcomes, first-hand sources such as pictures, posters, short stories, or videos related to national days and holidays are shown. It is emphasized that religious days and holidays are national values and important and special days when people visit one another and offer treats to their guests.

The activity prepared based on the SCIM-C strategy within the scope of the HB.2.4.1 learning outcome is presented as follows: In this learning experience, a field trip to places such as a mosque or a castle is provided to students. First, in the summarizing stage, students become familiar with historical and natural places in their city through pictures or videos. In the contextualizing stage, what historical sites were used for in the past and by whom they were

built are explained in simple language. In the inferring stage, the basic characteristics of these places are discussed. The purpose for which these places were built is determined from primary sources. In the monitoring stage, the student examines whether the information in the primary source they analyzed about the historical site or natural beauty aligns with their own inferences. Finally, in the corroborating/comparing stage, they compare the places known by their classmates with the places they know. The reliability of the primary sources is measured. A "Let's Get to Know Our Environment" corner is created in the classroom. The activity example adapted to the HB.2.4.2 learning outcome in line with the SCIM-C strategy is as follows: In the summarizing stage, students prepare a question that can be asked to the mayor or the headman. The responses received are read in class, and students directly learn about the duties of administrators. They find answers to questions such as "What is a municipality? What does a headman do?" In the contextualizing stage, the purposes of these administrative units are explained. In the inferring stage, possible problems that would occur if there were no administrative units are discussed. During the monitoring stage, news and announcements related to the municipality or headman are followed and shared in class. In the corroborating/comparing stage, different students compare the administrative units of the places where they live.

The activity example reflecting the use of the SCIM-C strategy for the HB.2.4.3 learning outcome is as follows: In the summarizing stage, students are given a short memory from Atatürk's student years (for example, he loved mathematics very much and his teacher gave him the name "Kemal"). In the contextualizing stage, questions such as "What was education like in Atatürk's time?" and "What is your favorite subject?" are asked to establish a relationship between that period and today's school conditions. In the inferring stage, students try to understand what kind of person Atatürk was. Examples from Atatürk's student memories are given, or educational content such as videos and animations related to these memories is shown, and students are asked to make inferences. In the monitoring stage, Atatürk's house in Thessaloniki, Anıtkabir, etc., are shown to students through a virtual museum tour. In the corroborating/comparing stage, Atatürk's student memories are compared with students' own experiences. Students are asked to interpret one of the memories given in the content through activities such as drawing, writing poetry, or dramatization.

The activity example designed in accordance with the HB.2.4.4 learning outcome for the use of the SCIM-C strategy is presented: In the summarizing stage, first-hand sources such as pictures, posters, short stories, or videos related to national days and holidays are shown. In the contextualizing stage, the historical reasons and social impacts of the holidays are explained. In the inferring stage, questions such as "What would we lose if there were no holidays?" and "How would you feel if there were no holidays?" are asked to analyze the social impact of holidays. In the monitoring stage, activities carried out on different national days are observed. Students examine primary source writings of Atatürk related to different national holidays and take notes. In the corroborating/comparing stage, comparisons are made with other holidays (for example, religious holidays). Questions such as "Is there a difference between national holidays and religious holidays? What is the similarity?" are asked to build a bridge between learning areas. The activity example developed by benefiting from the SCIM-C strategy in the context of the HB.2.4.5 learning outcome is presented: In the summarizing

stage, it is emphasized that religious days and holidays are national values and important and special days when people visit one another and offer treats to their guests. The importance of religious days and holidays is explained through materials such as visuals, videos, short films, poems, songs, and posters related to these days. In the contextualizing stage, why the holiday is celebrated and how it has continued from the past to the present are explained. In the inferring stage, the impact of the holiday on people is discussed. The question "What would be missing if there were no holidays?" is examined. In the monitoring stage, students explain their holiday experiences within their own families. In the corroborating/comparing stage, national and religious holidays are compared. Questions such as "What is the difference between Ramadan Feast and April 23?" are compared. In this way, students realize that each holiday has its own importance. The learning outcome in which the SCIM-C strategy can be used in the "Nature and Environment" learning area of the second-grade life science course is presented in Table 7.

Table 7.

Learning Outcomes and Process Components in the 2nd Grade 5th Learning Area of the Life Science Course in Which the SCIM-C Strategy Can Be Used

Learning area	Learning outcomes
5. Nature and Environment	HB.2.5.2. Being able to determine direction by benefiting from nature

In the "Nature and Environment" learning area, within the HB.2.5.2 learning outcome, an activity example was provided by presenting a simplified short narration from Evliya Çelebi's work Seyahatname (Book of Travels) and focusing on what a work written under the conditions of that period conveys. The activity example for the use of the SCIM-C strategy for the HB.2.5.2 learning outcome may be structured as follows: In the summarizing stage, a simplified short narration from Evliya Çelebi's work Seyahatname (Book of Travels) is presented. When moving to the contextualizing stage, it is emphasized that there was no compass in the past, whereas today there is. In the inferring stage, attention is drawn to the relationship between direction finding and natural indicators such as the position of the Sun, moss, ant nests, and the North Star. Emphasis is placed on students learning ways to access accurate and reliable information and being open to various ideas and new information. In the monitoring stage, a course is set up in the classroom or schoolyard, and students are assigned the task of walking in the direction where a specific object is located. In the corroborating/comparing stage, students are guided by providing signs with arrows indicating the cardinal directions so that they can state in which direction the object is located. The learning outcome in which the SCIM-C strategy can be used in the "Science, Technology, and Art" learning area of the second-grade life science course is presented in Table 8.

Table 8.

Learning Outcomes and Process Components in the 2nd Grade 6th Learning Area of the Life Science Course in Which the SCIM-C Strategy Can Be Used

Learning area	Learning outcomes
6. Science, Technology and Art	HB.2.6.1. Being able to gather information from the provided resources regarding scientists' contributions to science a) Finds information regarding scientists' contributions to science. b) Records information regarding scientists' contributions to science. HB.2.6.2. Being able to compare the change of a technological product used in daily life over time a) Determines the change of a technological product over time. b) Lists the similar and different aspects of the change of a technological product over time. HB.2.6.3. Being able to determine the place of art in daily life

In the "Science, Technology, and Art" learning area, it is possible to create an activity example for the HB.2.6.1 learning outcome by providing students with short information cards about scientists from primary sources, based on the SCIM-C strategy's contribution to enabling students to think like historians across three learning outcomes. In the HB.2.6.2 learning outcome, an activity example can be created by presenting examples of technological tools used in the past to the class and thereby enabling students to develop the ability to use primary sources effectively. In the HB.2.6.3 learning outcome, visual materials related to different branches of art from the past can be presented to establish meaningful connections between different sources and evidence.

An activity example based on the SCIM-C strategy for the HB.2.6.1 learning outcome is presented as follows: In the summarizing stage, students are given short information cards from primary sources about scientists such as Ali Kuşçu, Uluğ Bey, El-Cezerî, Jale İnan, Alper Gezeravcı, Vecihi Hürkuş, Afet İnan, Engin Arık, Fuat Sezgin, Cahit Arf, Halil İnalcık, Albert Einstein (Albırt Aynştayn), Marie Curie (Mery Köri), Thomas Edison (Tamıs Edison), Alexander Graham Bell (Aleksandır Grahem Bel). In the contextualizing stage, information is presented regarding what kinds of contributions these scientists made to humanity during the periods in which they lived. In the inferring stage, students are divided into small groups and write their own inferences by discussing contributions to science. In the monitoring stage, the teacher observes students' information-gathering and inference processes and corrects incomplete or incorrect understandings. In the corroborating/comparing stage, students are asked to create a product such as a poster or presentation by using the data they obtained about how sources related to science in the past are reflected today and by using the information they collected on the topic.

The activity example developed in line with the SCIM-C strategy for the HB.2.6.2 learning outcome may be structured as follows: In the summarizing stage, examples of technological tools used in the past are presented to the class and emphasis is placed on how these products have changed over time. In the contextualizing stage, a short film is shown explaining how a technological product used in daily life has changed over time and what developments occurred in the period in which it was produced. In the inferring stage, examples of domestic and national technologies that are of great importance for the future of our country are provided. In the monitoring stage, the student takes notes on the features observed in past

technological products in the short film. It is examined whether the inferences made about the importance of technological products for the future are supported by data. In the corroborating/comparing stage, the student explains by comparing how technology has changed from past to present. In order to support the HB.2.6.3 learning outcome, an activity example based on the SCIM-C strategy is presented: In the summarizing stage, visual materials related to different branches of art from the past are presented. In the contextualizing stage, changes from past to present in fields reflecting our culture such as literature, music, painting, marbling art (ebru), theatre, and cinema are examined. In the inferring stage, the purpose of these artistic works is discussed. In the monitoring stage, students are asked to provide examples of reflections of art in daily life, such as the melody in a bird's song or the pattern created by a drop of water. In the corroborating/comparing stage, students are asked to carry out activities such as writing poems, stories, creating drawings, or rhythm science that include their feelings and thoughts about where art appears in daily life. The learning outcome in which the SCIM-C strategy can be used in the "Me and My School" learning area of the third-grade life science course is presented in Table 9.

Table 9.

Learning Outcomes and Process Components in the 3rd Grade 1st Learning Area of the Life Science Course in Which the SCIM-C Strategy Can Be Used

Learning area	Learning outcomes
1. Me and My School	HB.3.1.1. Being able to make a plan regarding the area in which they want to improve themselves a) Identifies an area in which they want to improve themselves. b) Examines similar experiences related to the area identified. c) Determines their short- and long-term plans regarding what needs to be done in the area in which they want to improve themselves HB.3.1.2. Being able to behave in accordance with their rights and responsibilities at school

It was determined that the SCIM-C strategy can be used in two learning outcomes within the "Me and My School" learning area. In the HB.3.1.1 learning outcome, students are asked to research success stories of well-known individuals in their field such as scientists, athletes, and artists who have made history. An activity example illustrating how the SCIM-C strategy can be implemented in the context of the HB.3.1.1 learning outcome is presented: In the summarizing stage, students are asked to research success stories of well-known individuals in their field such as scientists, athletes, and artists who have made history (e.g., Barış Manço – music, İdil Biret – piano, Mete Gazoz – archery). They are asked which of these fields is the area in which they want to improve themselves. In the contextualizing stage, it is explained with examples that individuals who achieved success worked in a planned manner from a young age. In the inferring stage, the experiences of individuals who were successful in this field are predicted and a mind map is created. In the monitoring stage, it is examined whether the inferences regarding the experiences of individuals who improved themselves are supported by the data in the past source. In the corroborating/comparing stage, the student makes a plan to improve themselves and compares this plan with the plan of a person who improved themselves in the past. In the HB.3.1.2 learning outcome, students are asked to conduct a mini interview with an adult from the school such as a teacher, the school principal/vice principal, a guidance counselor, a school cleaner, or a school security officer. In

the interview, students learn what the rights and responsibilities of these individuals are. The activity example prepared by benefiting from the SCIM-C strategy for the acquisition of the HB.3.1.2 learning outcome is as follows: In the summarizing stage, students are asked to conduct a mini interview with a person from the school. In the interview, the rights and responsibilities of these individuals are learned. In the contextualizing stage, students perform a drama about rights and responsibilities. In the inferring stage, they try to understand the importance of exhibiting behaviors appropriate to these rights and responsibilities. In the monitoring stage, they determine which rights and responsibilities they pay attention to in their behaviors at school. In the corroborating/comparing stage, they compare the accuracy of the information obtained in the interview with the inferences they made. The learning outcome in which the SCIM-C strategy can be used in the "My Health and Safety" learning area of the third-grade life science course is presented in Table 10.

Table 10.

Learning Outcomes and Process Components in the 3rd Grade 2nd Learning Area of the Life Science Course in Which the SCIM-C Strategy Can Be Used

Learning area	Learning outcomes
2. My Health and Safety	HB.3.2.1. Being able to regulate behaviors aimed at protecting one's health a) Notices behaviors aimed at protecting one's health. b) Makes changes in behaviors that are not appropriate for protecting one's health.

In the "My Health and Safety" learning area, within the HB.3.2.1 learning outcome, the lesson is introduced by emphasizing the importance of our health, and documentaries about the tuberculosis epidemic/COVID-19 in past periods are used as primary sources. An activity example based on the SCIM-C strategy for the HB.3.2.1 learning outcome is presented as follows: The teacher introduces the lesson by emphasizing the importance of our health. In the summarizing stage, documentaries about the tuberculosis epidemic/COVID-19 in past periods are used as primary sources. In the contextualizing stage, it is determined which period the documentary belongs to. In the inferring stage, students are asked to share their opinions about the presented content and evaluate their behaviors related to protecting their health. In the monitoring stage, the difference between the behaviors they exhibit to protect their own health and the behaviors that should be exhibited is identified. In the corroborating/comparing stage, at the end of the documentary, what we should do to protect our health is shared in the classroom using the brainstorming method. The learning outcome in which the SCIM-C strategy can be used in the "My Family and Society" learning area of the third-grade life science course is presented in Table 11.

Table 11.

Learning Outcomes and Process Components in the 3rd Grade 3rd Learning Area of the Life Science Course in Which the SCIM-C Strategy Can Be Used

Learning area	Learning outcomes
3. My Family and Society	HB.3.3.3. Interpreting the importance of occupations in social life a) Examines examples given regarding the importance of occupations in social life. b) Expresses in their own words the inferences they make regarding the importance of occupations in social life.

In the "My Family and Society" learning area, within the HB.3.3.3 learning outcome, the student selects a primary source and determines an occupation to observe. Occupations that students can observe inside or outside the school are listed. With this activity example, using the SCIM-C strategy may be important in developing students' historical, critical, and structural thinking skills, as students who understand by observing historical materials and access information from primary sources can develop historical, critical, and structured thinking skills. A timeline showing how occupations have changed over time is provided. The activity example developed in line with the SCIM-C strategy for the HB.3.3.3 learning outcome may be structured as follows: In the summarizing stage, the student selects a primary source and determines an occupation to observe. Occupations that students can observe inside or outside the school are listed. A timeline showing how these occupations have changed over time is provided. In the contextualizing stage, it is determined which periods the timeline belongs to. In the inferring stage, it is determined what kinds of benefits these occupations provided in that period. In the monitoring stage, a documentary related to occupations is shown and the student notices how the importance of occupations in society has changed from past to present. In the corroborating/comparing stage, in order to provide the student with a different perspective, school–parent cooperation is established and parents with various occupations are invited to the classroom to provide information about their occupations. The learning outcome in which the SCIM-C strategy can be used in the "My Place of Residence and My Country" learning area of the third-grade life science course is presented in Table 12.

Table 12.

Learning Outcomes and Process Components in the 3rd Grade 4th Learning Area of the Life Science Course in Which the SCIM-C Strategy Can Be Used

Learning area	Learning outcomes
4. My Place of Residence and My Country	HB.3.4.1. Being able to recognize the importance of protecting historical sites and natural beauties in the immediate environment HB.3.4.2. Being able to gather information from sources regarding the form of government of our country a) Finds information from sources regarding the form of government of our country. b) Records the information found regarding the form of government of our country. HB.3.4.3. Being able to analyze the personality traits of Mustafa Kemal Atatürk a) Identifies the personality traits of Mustafa Kemal Atatürk. b) Identifies the achievements of Mustafa Kemal Atatürk. c) Establishes a relationship between the personality traits and achievements of Mustafa Kemal Atatürk. HB.3.4.4. Being able to explain the contributions of our national unity and solidarity to social life

It was determined that the SCIM-C strategy can be used in four learning outcomes within the "My Place of Residence and My Country" learning area. In the HB.3.4.1 learning outcome, students are shown a map or visual indicating the locations of historical sources in the immediate environment. The class discusses by whom and for what purpose historical sites and natural beauties such as museums, mosques, and castles were built. In order to support the HB.3.4.1 learning outcome, an activity example based on the SCIM-C strategy is presented: In the summarizing stage, the teacher shows students a map or visual indicating the locations of historical sources in the immediate environment. The class discusses by whom and for what

purpose historical sites and natural beauties such as museums, mosques, and castles were built. In the contextualizing stage, the student selects a historical structure or natural area. They examine which period these sources belong to using present-day evidence. In the inferring stage, the student understands the importance of the region where these historical sites and natural beauties are located. It is emphasized that these places should be protected by ensuring behaviors such as not littering and not causing damage. In the monitoring stage, a promotional video or poster of the municipality related to these places is shown to students. It is examined whether what the student observed and the presented informative sources are the same. In the corroborating/comparing stage, the student who realizes that these beauties should be protected compares how their perspective has changed from the awareness at the beginning of the lesson to the perspective at the end of the lesson.

In the HB.3.4.2 learning outcome, a photograph of the first establishment of the Grand National Assembly of Türkiye [TBMM] and Atatürk's speech are used as primary sources. An activity example illustrating how the SCIM-C strategy can be implemented in the context of the HB.3.4.2 learning outcome is presented: In the summarizing stage, a photograph of the first establishment of the TBMM and Atatürk's speech are used as primary sources. Information such as "The Republic of Türkiye is a republic governed by representatives elected by the people. The President is at the head of the state. The first President is Atatürk. Members of parliament serve in the Assembly. The people participate in governance through elections" is obtained from primary sources. In the contextualizing stage, students identify which period the information they found from sources regarding the form of government of our country belongs to. In the inferring stage, they recognize the importance of our form of government, namely the Republic. In the monitoring stage, they determine the accuracy of their inferences about the importance of the Republic from primary sources. In the corroborating/comparing stage, students are also asked to create a concept map based on the new information they learned about the form of government. In the HB.3.4.3 learning outcome, information is presented to students by benefiting from primary sources such as quotations, photographs, memories, and documentaries that highlight Atatürk's personality traits and the achievements attained together with our nation. The activity example prepared by benefiting from the SCIM-C strategy for the acquisition of the HB.3.4.3 learning outcome is as follows: In the summarizing stage, information is presented to students by benefiting from primary sources such as quotations, photographs, memories, and documentaries that highlight Atatürk's personality traits and the achievements attained together with our nation. In the contextualizing stage, students are enabled to establish a relationship between his achievements and traits such as being forward-looking, hardworking, having analytical thinking skills, being perseverant, and being determined in that period. In the inferring stage, students are enabled to make inferences regarding the relationship between Atatürk's personality traits such as being fair, honest and reliable, having a positive perspective, and being solution-oriented, and his achievements. In the monitoring stage, the student reviews their own learning and determines which personality traits of Atatürk they can associate with achievement. In the corroborating/comparing stage, the teacher asks students to develop the mind map by conducting research and comparisons using other primary sources that describe Atatürk's personality traits. In the HB.3.4.4 learning outcome, students are asked to notice

events that strengthen our national unity and solidarity. Educational content such as documentaries and short films about events in which society is united and in solidarity—national days and holidays, competitions involving national teams, domestic and national technological developments, disasters and emergencies—is shown. An activity example based on the SCIM-C strategy for the HB.3.4.4 learning outcome is presented as follows: In the summarizing stage, students are asked to notice events that strengthen our national unity and solidarity. Educational content such as documentaries and short films about events in which society is united and in solidarity—national days and holidays, competitions involving national teams, domestic and national technological developments, disasters and emergencies—is shown. In the contextualizing stage, primary sources related to the War of Independence reflecting national unity and solidarity experienced in the past are used. Based on these sources, the contribution of this solidarity to social life in that period is identified. In the inferring stage, it is emphasized that individuals, as citizens, are a valuable part of society and play an important role in the development of society. It is emphasized that behaving sensitively toward national and spiritual values will contribute to the development of mutual respect among individuals in society. In the monitoring stage, the student determines which contributions of national unity and solidarity to society they already knew. In the corroborating/comparing stage, different primary sources are used to strengthen the sense of unity and solidarity. Students are asked to write in their memoir notebooks their experiences during the process and their views on the contributions of being in unity and solidarity to social life as a result of these experiences. The learning outcome in which the SCIM-C strategy can be used in the "Science, Technology, and Art" learning area of the third-grade life science course is presented in Table 13.

Table 13.

Learning Outcomes and Process Components in the 3rd Grade 6th Learning Area of the Life Science Course in Which the SCIM-C Strategy Can Be Used

Learning area	Learning outcomes
6. Science, Technology and Art	HB.3.6.1. Being able to interpret the impact of scientific developments on daily life a) Examines the impact of scientific developments on daily life. b) Expresses the impact of scientific developments on daily life HB.3.6.2. Being able to analyze the impact of technological developments on daily life a) Identifies the impact of technological developments on daily life. b) Establishes a relationship between technological developments and daily life. HB.3.6.3. Being able to gather information from the provided resources regarding artists' contributions to art a) Finds information regarding artists' contributions to art. b) Records information regarding artists' contributions to art.

In the "Science, Technology, and Art" learning area, the SCIM-C strategy is used in three learning outcomes. In the HB.3.6.1 learning outcome, examples of scientific developments are provided, such as the fact that treatments have been found today for many diseases that were once thought to be untreatable, and early warning systems against disasters. The activity example developed in line with the SCIM-C strategy for the HB.3.6.1 learning outcome may be structured as follows: In the summarizing stage, examples of scientific developments are provided, such as the fact that treatments have been found today for many

diseases that were once thought to be untreatable, and early warning systems against disasters. Information is provided on what these scientific developments do in solving social problems. In the contextualizing stage, a brief explanation is given about which need each scientific development emerged from and how it affects life. In the inferring stage, the question "What would be missing in our lives if this scientific development did not exist?" is discussed. In the monitoring stage, students are encouraged to ask questions about the impact of scientific developments on human life. In the corroborating/comparing stage, volunteer students talk in class about the scientific development they chose. In the HB.3.6.2 learning outcome, information about what technological tools used in the past were used for and where they are used today is presented through different means such as animations, posters, brochures, and public service announcements. In order to support the HB.3.6.2 learning outcome, an activity example based on the SCIM-C strategy is presented: In the summarizing stage, information about what technological tools used in the past were used for and where they are used today is presented through different means such as animations, posters, brochures, and public service announcements. In the contextualizing stage, it is determined which historical period the technological development belongs to. In the inferring stage, brainstorming is conducted about the purpose for which this development emerged in that period. In the monitoring stage, it is examined whether the ideas put forward are supported by the available data. In the corroborating/comparing stage, emphasis is placed on the need to pay attention to the purpose and duration of use when using technological tools. In the HB.3.6.3 learning outcome, educational content such as informative texts, animations, and documentaries regarding artists' contributions to art is presented, and information is obtained about what kinds of contributions they made in the past. An activity example illustrating how the strategy can be implemented in the context of the HB.3.6.3 learning outcome is presented: In the summarizing stage, educational content such as informative texts, animations, and documentaries regarding the contributions of artists such as Muzaffer Sarısözen, Afife Jale, Neşet Ertaş, Barış Manço, Vincent Van Gogh (Vinsınt Van Gog), and Leonardo Da Vinci (Leonardo Da Vinci) is presented, and information is obtained about what kinds of contributions they made in the past. In the contextualizing stage, students find information about what developments occurred in the period in which the artists lived, related to the presented content. In the inferring stage, emphasis is placed on the need to appreciate those who represent their country in the fields of art and culture. In the monitoring stage, students are expected to record information regarding artists' contributions to art. In the corroborating/comparing stage, each student gives a short presentation about the artist they chose using the information they recorded.

Discussion and Conclusion

This research investigated the usability of the SCIM-C strategy in the learning outcomes and process components of the 2024 life science curriculum. It was determined that the strategy can be used in the learning outcomes and process components at the first, second, and third-grade levels. Within the scope of the research, it was determined that the SCIM-C strategy can be used in 7 learning outcomes at the first-grade level, 10 at the second-grade level, and 11 at the third-grade level in the life science curriculum, showing that the strategy can be associated with more learning outcomes, especially as the grade level progresses. This situation can be explained by the fact that the learning outcomes in the life science course are structured

to include higher-order thinking skills such as questioning, using evidence, interpreting, and making inferences as the grade level increases. Supporting this result, it is stated that the content of student achievements related to history in the life science curriculum expands as the grade level increases (Akhan, 2020).

The SCIM-C strategy; It has been determined that the SCIM-C strategy can be used in the following learning outcomes and process components: five in the first and second grades and four in the third grade in the “My Place and Country” learning area; one in the first grade and three in the second and third grades in the “Science, Technology and Art” learning area; one in the first grade and two in the third grades in the “Me and My School” learning area; one in the second and third grades in the “My Family and Society” learning area; one in the third grade in the “My Health and Safety” learning area; and one in the second grade in the “Nature and Environment” learning area. In addition, it was found that there were no learning outcomes where the SCIM-C strategy could be used in the “My Health and Safety”, “My Family and Society”, and “Nature and Environment” learning areas in the first-grade life science Curriculum; “Me and My School” and “My Health and Safety” in the second grade; and “Nature and Environment” in the third grade.

The SCIM-C strategy is an approach that enables students to analyze primary sources and construct historical thinking skills using these sources (Hicks et al., 2004). Because of this characteristic of the strategy, its applicability to the "My Place and Country" learning area is considered more feasible. Because the topics covered in the first grade learning area, such as “Our Place of Residence and General Characteristics of Our Country, Turkish Flag and National Anthem, Life of Mustafa Kemal Atatürk, National and Religious Days and Holidays,” the second grade learning area, such as “Historical Places and Natural Beauties, Administrative Units of the Place Where He Lived, Mustafa Kemal Atatürk's Student Years, Importance of National and Religious Days and Holidays,” and the third grade learning area, such as “Historical Places and Natural Beauties, Form of Government of Our Country, Personality Traits of Mustafa Kemal Atatürk, and National Unity and Solidarity” (MoNE, 2024b), are suitable for the use of primary sources and include a historical dimension, the SCIM-C strategy has been found to be applicable. For example, in the HB.1.4.3 learning outcome in the “My Place of Residence and Country” learning area, it is requested that historical visuals, short videos, and storybooks about Atatürk's childhood years be presented. Since these sources constitute primary sources, the use of the SCIM-C strategy is deemed appropriate. In this context, the use of the SCIM-C strategy is expected to improve students’ analytical and interpretive skills by presenting them with these different primary sources. Indeed, Hicks et al. (2004) and Hicks et al. (2016) state that the SCIM-C strategy improves students’ analytical and interpretive skills by presenting them with different primary sources (cited in Yetişensoy, 2021). As mentioned, the activity aims to concretize the subject matter using materials as primary sources. In addition, the activity conducted within the framework of the SCIM-C strategy encourages students to use primary sources as required by the strategy. In this context, Şentuna (2014) stated that the use of primary sources facilitates the transfer of information to long-term memory and improves students’ critical and historical thinking skills. Therefore, the use of primary sources is considered important in the relevant learning outcome. The activity example prepared for the HB.1.4.3 learning outcome shows that the SCIM-C strategy can

contribute to students learning historical information in a more meaningful and concrete way through the use of primary sources in the life science lesson. The use of visuals, identity documents, and period materials related to Atatürk's life during the activity supports the active participation of students in the learning process, allowing historical content to transform from mere transmitted information into a meaningful learning experience. This situation demonstrates how the SCIM-C strategy enables students to develop historical empathy, better understand the past, and view historical figures as role models. This shows that it offers a teaching process that can contribute to learning. Therefore, it can be said that SCIM-C based activities using primary sources in life science lessons can support both the cognitive and affective learning of students.

According to Hicks et al. (2004) and Hicks et al. (2016), the SCIM-C strategy supports students' ability to think like a historian (cited in Yetişensoy, 2021). Within the scope of the HB.2.4.1 learning outcome in the "My Place and Country" learning area for second-grade students, the SCIM-C strategy provides students with a field trip experience to places such as mosques and castles in their place of residence, and they become aware of who produced the sources, when, and for what purpose. The learning outcome can be achieved through local history teaching presented with direct observation. Indeed, it has been concluded that using field trip and observation techniques in local history teaching increases students' interest in the lesson (Işık, 2002). In this context, learning outcome HB.2.4.1 allows for the use of the local history method in the teaching process of life science lessons, in addition to benefiting from the advantages offered by primary sources. Learning outcome HB.3.4.4, located in the "Family and Society" learning area, aims to explain to students the contributions of national unity and solidarity to social life. In this learning outcome, the SCIM-C strategy is considered appropriate because of its feature that allows historical events to be evaluated within the context of the conditions of the past (Hicks et al., 2016, cited in Yetişensoy, 2021). In other words, this characteristic of the learning outcome can be used because of the SCIM-C strategy's feature that allows historical events to be evaluated within the context of the conditions of the past. Furthermore, through the SCIM-C strategy used in this learning outcome, the student will gain a historical perspective and learn to evaluate events by considering the conditions of the period in which they occurred.

The curriculum includes the following topics in the "Science, Technology, and Art" learning area: First grade content focuses on "questions about technology"; second grade content on "the contributions of scientists to science, the evolution of technological products over time, and the place of art in daily life"; and third grade content focuses on "the impact of scientific developments on daily life, the impact of technological developments on daily life, and the contributions of artists to art" (MoNE, 2024b). In the "Science, Technology, and Art" learning area, the first-grade learning outcome HB.1.6.2 involves establishing connections between tools used in the past and those used today using the SCIM-C strategy. Second-grade learning outcome HB.2.6.2 involves making comparisons with the present day, particularly in the contextualization phase of the SCIM-C strategy, taking into account the developments that occurred during the period in which the historical source was produced. In the third-grade learning outcome HB.3.6.3, students are provided with informative texts, animations, documentaries, and similar educational content about artists' contributions to art, enabling

them to understand the implied value judgments of the source using the SCIM-C strategy and gain knowledge about past contributions.

The content framework in the "Me and My School" learning area is structured as "school environment and classroom" in the first grade and "personal development and rights in school" in the third grade (MoNE, 2024b). Learning outcome HB.3.1.1 in this learning area aims to develop students' ability to set goals in their area of interest and prepare step-by-step plans to achieve these goals. In this process, students create roadmaps for their own development and proceed in a planned manner, aware of the steps they take. Acting in a planned manner both increases the efficiency of the educational process and contributes positively to the student's personal development (Temiz & Yavuz, 2025). In this context, students are asked which area they want to improve in, using the stages of the SCIM-C strategy, which utilizes the success stories of individuals who have made history and developed themselves in different fields to create personal development plans. The student makes a plan for self-improvement and compares this plan with the plan of someone who has developed themselves in the past. In this way, students' sensitivity towards Turkish history also increases. Furthermore, according to Keskin and Öğretici (2013), it was observed that the awareness levels of students increased after the activity aimed at "sensitivity towards Turkish history and Turkish greats". In this context, it can be said that the activity in question both supports individual development planning and allows students to internalize historical values. Therefore, the inclusion of the life practices of historical figures in the learning process can be considered an effective tool in terms of the SCIM-C strategy.

This is the second-year student in the "Family and Society" learning area. The content framework for the first grade is structured as "the importance of family" and the content framework for the third grade is "occupations in social life" (MoNE, 2024b). Within these topics, using the SCIM-C strategy, the aim is for students to gain the ability to interpret the importance of professions in social life within the context of past conditions. As Kuzgun (2013) emphasizes, supporting individuals from a young age within the scope of vocational guidance contributes to their identification of professional fields suitable to their abilities and characteristics and their guidance towards the right profession. In this context, a profession can be defined as an area of activity based on knowledge and skills acquired as a result of a specific educational process, with rules determined by society, where people produce goods or services useful to society and earn income in return. In the "Family and Society" learning areas, in the HB.3.3.3 learning outcome, the student selects a primary source and determines a profession to observe. Students are given a list of professions they can observe inside or outside the school. A timeline is provided showing how these professions have changed over time. The benefits of these professions in that period are determined. In the final stage of the SCIM-C strategy, to provide students with a different perspective, school-parent collaboration involves inviting parents from various professions to the classroom to share information about their careers. This serves as an example of an activity related to this strategy. In this context, reading stories with career themes allows children to become familiar with different professional fields. Through these stories, they can experience suitable role models at a cognitive level. The role models presented through the characters in the stories support children's identification processes, potentially guiding their career choices in the future (Özgür & Çelik, 2018).

Within the content framework for the third-grade students in the "My Health and Safety" learning area, the topic of "health protection" (MoNE, 2024b) requires students to possess health knowledge in order to regulate their behaviors aimed at protecting their health. In this context, according to Yalçın (2025), students need to have health knowledge for a healthy society because healthy individuals are crucial for the future and continuity of society. In the HB.3.2.1 learning outcome, when considering the usability of the SCIM-C strategy, documentaries about the tuberculosis epidemic/COVID-19 are used as primary sources. The COVID-19 pandemic has led to significant changes in education and has further highlighted the role of educational institutions in health education. Health education aims to instill in students hygiene behaviors, healthy lifestyle habits, and ways to prevent diseases. In this context, schools can provide guidance on topics such as handwashing, mask use, healthy eating, and active living. Furthermore, the pandemic has shown that psychological health is at least as important as physical health. Therefore, educational institutions can contribute to holistic health development by supporting students in areas such as stress management and emotional awareness (Akson et al., 2023).

The content framework for the second-grade students in the "Nature and Environment" learning area focuses on "finding direction using nature" (MoNE, 2024b). In learning outcome HB.2.5.2, a simplified short narrative from Evliya Çelebi's Seyahatname (Book of Travels) is given, providing an example activity based on what a work written under the conditions of that period describes. The use of the SCIM-C strategy for learning outcome HB.2.5.2 could be exemplified as follows: A simplified short narrative from Evliya Çelebi's Seyahatname (Book of Travels) (an example related to navigation) is given. The fact that compasses did not exist in the past but do exist today is emphasized. The activity draws attention to the relationship between natural features like the North Star and navigation. Sky observation is related not only to astronomy but also to subjects like physics and geography. For example, the North Star helps us find our north direction at night (Özenoğlu et al., 2022). Furthermore, the activity emphasizes navigational methods such as the position of the Sun, moss, and ant nests.

It has been determined that the SCIM-C strategy can be used in all learning areas included in the life science lesson. According to Hicks et al. (2004), the SCIM-C strategy enables students to examine and understand historical documents in a questioning manner, making inferences about the conditions of the past period, and developing their skills in analyzing and interpreting primary sources. In this context, it can be effectively used in life science lessons, which aim to cultivate individuals who can analyze the past, interpret the present, and make inferences for the future; individuals who possess critical thinking, inquiry, and experience-based knowledge construction skills. This strategy provides both teachers and students with a valuable learning experience in the classroom. The Bible provides guidance on the effective use of sources (Yetişensoy, 2021). This makes evidence-based thinking processes more accessible. The evidence-based learning approach allows students to understand history topics in the life science course in depth and meaningfully. Within this approach, students encounter different historical evidence, developing critical thinking skills and gaining multifaceted perspectives. Thus, permanent and meaningful learning processes are supported (Kabapınar & Başpınar, 2023). For these reasons, it can be said that the use of the SCIM-C strategy in the life science course is necessary and important.

Recommendations

This study identifies the learning outcomes and process components in the 2024 life science curriculum where the SCIM-C strategy can be used, and presents examples of activities demonstrating how the strategy can be applied to these learning outcomes and process components. Accordingly, it is recommended that the SCIM-C strategy be utilized in teaching these learning outcomes and that the activity examples created within the scope of this research be considered in the implementation process.

The study determined that the learning area where the SCIM-C strategy can be most effectively used in the 2024 life science curriculum is 'My Place of Residence and My Country'. Therefore, it is recommended that emphasis be placed on the use of the strategy in this learning area and that research be conducted examining its impact on students' cognitive and affective development.

Since this study is limited to the analysis of the 2024 life science curriculum through document review, future science may conduct applied research on classroom implementations of the SCIM-C strategy in the life science course, based on teacher and student perspectives.

In this study, the usability of the SCIM-C strategy was addressed within the scope of the life science curriculum. The usability of the SCIM-C strategy in the curricula of different subjects can be taken as a research topic.

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The author did not utilise any artificial intelligence tool for the research, authorship and publication of this article.

2024 Hayat Bilgisi Dersi Öğretim Programı'nda SCIM-C Stratejisi

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Özet

Tarihe ışık tutabilmek amacıyla birincil kaynaklara ulaşmanın önemi, SCIM-C stratejisini ön plana çıkarmaktadır. SCIM-C stratejisi öğrencilerin tarihsel belgeleri anlamlandırmasına ve tarihsel düşünme becerileri geliştirmesine yardımcı olmak amacıyla geliştirilmiş bir stratejidir. SCIM-C stratejisinin kullanılmasının, öğrencilerin birincil kaynaklardan bilgiye ulaşmalarını sağladığı, tarihsel düşünme becerilerini geliştirdiği, eleştirel ve yapılandırılmış düşünmelerine katkı sunduğu ve özellikle soyut düşünme becerileri yeterince gelişmemiş öğrencilerin tarihsel materyalleri anlamlandırmalarını kolaylaştırdığı söylenebilir. Soyut düşünme becerilerinin henüz gelişim aşamasında olduğu ilkokulun ilk üç sınıfındaki öğrencilerde, hayat bilgisi dersi kapsamında kazandırılması hedeflenen tarihsel materyalleri anlama, birincil kaynaklardan bilgiye ulaşma ile tarihsel, eleştirel ve yapılandırılmış düşünme becerilerinin geliştirilmesinde SCIM-C stratejisinin kullanılması önemli olabilir. Bu bağlamda hayat bilgisi dersinin öğrenme çıktılarına ulaşmada SCIM-C stratejisinin kullanılabileceği düşünülmektedir. 2024 Hayat Bilgisi Öğretimi Programı'nda yer alan öğrenme çıktılarının hangilerinde SCIM-C stratejisinin nasıl kullanılabileceğinin belirlenmesi araştırmanın amacını oluşturmuştur. Çalışmada nitel araştırma yöntemi benimsenmiş ve doküman incelemesi kullanılmıştır. Araştırmanın veri kaynağını,2024 Hayat Bilgisi Dersi Öğretim Programı oluşturmuştur. Veriler doküman analizi adımları takip edilerek analiz edilmiştir. Araştırma sonucunda, SCIM-C stratejisinin hayat bilgisi dersi 1., 2. ve 3. sınıf düzeylerindeki öğrenme alanlarında kullanılabileceği belirlenmiştir. Stratejinin 1. sınıf düzeyinde 7, 2. sınıf düzeyinde 10 ve 3. sınıf düzeyinde ise 11 öğrenme çıktısında kullanılabileceği tespit edilmiştir. SCIM-C stratejisinin en fazla kullanılabileceği öğrenme alanının "Yaşadığım Yer ve Ülkem" olduğu görülmektedir. Bu doğrultuda, özellikle "Yaşadığım Yer ve Ülkem" öğrenme alanında SCIM-C stratejisinden yararlanılması önerilebilir.

Anahtar Kelimeler: Hayat bilgisi dersi, 2024 hayat bilgisi dersi öğretim programı, SCIM-C stratejisi.

Giriş

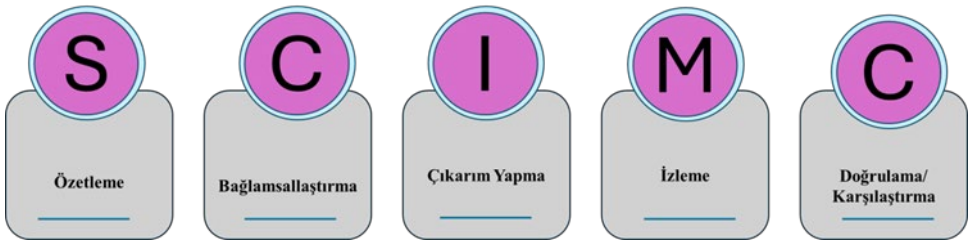
Toplulaştırma ilkesinden hareketle oluşturulmuş, insan, doğa ve toplum konu alanı çerçevesinde disiplinlerarası bir anlayışa sahip olan hayat bilgisi dersinin içeriği; sosyal bilimler, fen bilimleri, sanat, düşünce ve değerlerden oluşmaktadır (Tay, 2017). Bu içerik ile kazandırılması beklenen birçok bilgi, beceri ve değer olduğu söylenebilir. Bu bilgi, beceri ve değerlerden bir kısmı sosyal bilimlerden biri olan tarih bilimi ile ilgilidir. Demircioğlu'na (2015) göre tarih, yalnızca bilimsel bir araştırma alanı olmakla kalmayıp aynı zamanda okullarda eğitimi verilen temel sosyal bilim disiplinlerinden biri olarak da önemli bir yer tutmaktadır. Tarih içeriği ile öğrencilerin birincil kaynaklara doğrudan erişim sağlamaları, yaşadıkları ya da ziyaret ettikleri mekânlara yönelik tarihsel farkındalık geliştirmeleri, geçmiş ile günümüz arasında bağ kurabilmeleri amaçlanmaktadır. "Türkiye Yüzyılı Maarif Modeli"

doğrultusunda yeniden oluşturulan Hayat Bilgisi Dersi Öğretim Programı'nda dersin kapsamında yer alan birçok konunun tarih ile bağlantılı olduğu da görülmektedir. Hayat bilgisi dersi kapsamında ele alındığında "Yaşadığım Yer ve Ülkem" adlı öğrenme alanıyla öğrencilerin yaşadıkları yeri tanımaları, tarihî mekân ve doğal güzelliklerin korunmasının önemine ilişkin farkındalık oluşturmaları beklenmektedir. İnsanın, eşyanın ve doğanın bir geçmişe sahip olduğu dikkate alındığında, hayat bilgisi dersinin eşya eğitimini de içerecek biçimde insanın doğal ve toplumsal yaşamını geçmişten günümüze ele alması, tarih biliminin hayat bilgisi dersi açısından temel bir öneme sahip olduğunu göstermektedir.

David Hicks tarafından geliştirilen SCIM-C stratejisi, öğrencilerin birincil kaynakları analiz etme ve tarihsel düşünme becerilerini yapılandırma süreçlerine rehberlik eden beş aşamalı bir yaklaşımdır (Yetişensoy, 2021). Öğrenciler bu stratejinin ilk dört aşamasında farklı tarihsel kaynakları belirli anahtar sorular çerçevesinde incelemekte, son aşamada ise bu kaynaklar arasında karşılaştırmalar yaparak senteze dayalı tarihsel çıkarımlarda bulunmaktadır (akt. Yetişensoy, 2021). Sahip olduğu tarihsel içerik ile hayat bilgisi dersinin, SCIM-C stratejisini kullanmada uygun olduğu düşünülmektedir. SCIM-C stratejisinin aşamaları Şekil 1'deki gibidir.

Şekil 1.

SCIM-C Stratejisinin Aşamaları



Alan yazını incelendiğinde SCIM-C stratejisi tarih, sosyal bilgiler ve öğretmenlerin sınıf içi uygulamaları için pratik öneriler sunma ile ilgili çalışmalara konu edindiği (Hicks vd., 2004; Yetişensoy, 2021) görülmektedir. Yapılan alan yazını taraması sonucunda, hayat bilgisi dersi bağlamında bu konuyu ele alan çalışmalara yeterince yer verilmediği görülmüştür. 2024 Hayat Bilgisi Dersi Öğretim Programı'nda SCIM-C stratejisinin kullanılabilirliğini ve kullanılabileceği belirlenen öğrenme çıktıları bağlamında nasıl uygulanabileceğini betimlemeyi amaçlayan bu çalışmanın, ilgili alan yazına katkı sağlayarak önemli bir boşluğu dolduracağı düşünülmektedir.

Hayat bilgisi öğretim programı incelendiğinde öğrencilerin bilgi ve becerilerini yapılandırması için araştırma ve sorgulamayı merkeze alması ile bilgi, beceri, eğilim ve değerleri birlikte kullanarak bütüncül gelişime odaklanması (Milli Eğitim Bakanlığı [MEB], 2024b) şeklindeki program ilkeleri, SCIM-C stratejisinin hayat bilgisi dersinde kullanılmasını önemli kılabilir. Bu bağlamda ilkeleriyle SCIM-C stratejisinin 2024 Hayat Bilgisi Dersi Öğretim Programı'nın öğrenme çıktıları ve süreç bileşenleriyle uyumlu olacağı, öğrenci merkezli öğrenmeyi destekleyeceği düşünülmektedir. Çağdaş eğitim sistemlerinde, özellikle çoklu kaynaklardan bilgi edinme ve bu bilgileri doğrulama süreçlerinin, öğrencilerin bilginin güvenilirliğine ilişkin farkındalık kazanmalarını ve eleştirel düşünme becerilerini

geliştirmelerini sağladığı düşünülmektedir. Bu doğrultuda, SCIM-C stratejisinin2024 Hayat Bilgisi Dersi Öğretim Programı'nda yer alan hangi öğrenme çıktıları ve süreç bileşenlerinde nasıl kullanılabileceğini betimlemeyi amaçlayan bu çalışmanın ana problemini "Hayat Bilgisi Dersi Öğretim Programı'nın öğrenme çıktıları ve süreç bileşenlerinde SCIM-C stratejisinin kullanılabilme durumu nasıldır?" sorusu oluşturmaktadır. Bu ana problem kapsamında aşağıdaki alt problemlere yanıt aranmıştır:

1. Hayat Bilgisi Dersi Öğretim Programı'nın birinci sınıf öğrenme çıktıları ve süreç bileşenlerinde SCIM-C stratejisinin kullanılabilme durumu nasıldır?

2. Hayat Bilgisi Dersi Öğretim Programı'nın ikinci sınıf öğrenme çıktıları ve süreç bileşenlerinde SCIM-C stratejisinin kullanılabilme durumu nasıldır?

3.Hayat Bilgisi Dersi Öğretim Programı'nın üçüncü sınıf öğrenme çıktıları ve süreç bileşenlerinde SCIM-C stratejisinin kullanılabilme durumu nasıldır?

Yöntem

Araştırmanın Modeli

SCIM-C stratejisinin hayat bilgisi dersi öğrenme çıktıları ve süreç bileşenlerinde kullanılabilme durumunun belirlenmesinin amaçlandığı bu çalışmada nitel araştırma yaklaşımı kullanılmıştır. Nitel araştırmalarda kullanılan veri toplama yöntemlerinden biri olan doküman incelemesi, araştırılan olgu veya olgulara ilişkin yazılı materyallerin sistematik ve ayrıntılı biçimde analiz edilmesini içermektedir (Creswell, 2013; Yıldırım & Şimşek, 2011). Bu doğrultuda, araştırmanın veri kaynağını oluşturan 2024 Hayat Bilgisi Dersi Öğretim Programı bir doküman olarak ele alınmış ve incelenmiştir. İnceleme sürecinde öğretim programında yer alan öğrenme çıktıları ve süreç bileşenleri, SCIM-C stratejisinin kullanılabilirliği açısından değerlendirilmiştir.

Veri Kaynağı

Araştırmanın veri kaynağı amaçlı örnekleme yöntemlerinden ölçüt örnekleme ile belirlenmiştir. Bu bağlamda, araştırmada 2024 Hayat Bilgisi Dersi Öğretim Programı'nın incelenme nedeni, 2024-2025 eğitim-öğretim yılında uygulanan güncel program olması ve bu durumun bir ölçüt olarak dikkate alınmasıdır.

Araştırmada Süreç

İlk aşamada dokümanlara dâhil edilecek ölçütler belirlenmiş; kriter tarama ölçütü olarak hayat bilgisi dersi öğretim programı, içerme ölçütü olarak ise yürürlükte bulunan program esas alınmıştır. Bu doğrultuda Cumhuriyet dönemi programlarının tamamı yerine yalnızca 2024 Hayat Bilgisi Dersi Öğretim Programı çalışmaya dâhil edilmiştir. Doküman ve veri toplama sürecinde SCIM-C stratejisinin kullanılabilirliği incelendiğinden, alan yazını bu strateji bağlamında taranmış ve temel özellikleri belirlenmiştir. Analiz alanı olarak programın bütünü değil; öğrenme çıktıları ve süreç bileşenleri esas alınmıştır. Kodlama sürecinde 1., 2. ve 3. sınıf düzeylerindeki öğrenme çıktıları ve süreç bileşenleri, SCIM-C stratejisinin aşamaları doğrultusunda değerlendirilmiştir. Tarihsel kaynak analizi, bağlamsal değerlendirme, kanıta dayalı çıkarım ve kaynaklar arası ilişki kurma becerilerinden en az birini içeren kazanımlar stratejiye uygun olarak kodlanmıştır. Ayrıca bilgiyi ifade etme, bağlam içinde değerlendirme,

çıkarım yapma, ilişki kurma ve uygun tutum geliştirme gibi bilişsel süreçleri içeren kazanımlar da strateji kapsamında değerlendirilmiştir. Doğrulama aşamasında kodlamalar bağımsız olarak üç araştırmacı tarafından gerçekleştirilmiş ve güvenirlik, Miles ve Huberman (1994) formülü ile hesaplanmıştır. Değerlendiriciler arası uyum katsayısı .95 olarak bulunmuş ve bu sonuç yüksek düzeyde güvenirlik göstermiştir. Bulgular tablolarla sunulmuş ve doğrudan alıntılarla desteklenmiştir.

Araştırmanın Etik İzinleri:

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Araştırma, kamuya açık dokümanlarla gerçekleştirildiği için etik kurul onayı gerektirmemektedir.

Bulgular

Bu çalışmada 2024 Hayat Bilgisi Dersi Öğretim Programı'nda hangi öğrenme çıktısı ve süreç bileşenlerinde SCIM-C stratejisinin nasıl kullanılabileceği belirlenmiştir. Tablo 1'de Hayat Bilgisi Dersi Öğretim Programı'ndaki öğrenme alanlarında SCIM-C stratejisinin kullanılabilirlik durumu sınıf düzeylerine göre verilmiştir.

2024 Hayat Bilgisi Dersi Öğretim Programı'nda SCIM-C stratejisinin birinci sınıf düzeyinde toplam yedi öğrenme çıktısında kullanılabileceği belirlenmiştir. SCIM-C stratejisinin "Yaşadığım Yer ve Ülkem" öğrenme alanında beş, "Ben ve Okulum" ile "Bilim, Teknoloji ve Sanat" öğrenme alanlarında ise birer öğrenme çıktısında kullanılabileceği görülmektedir. Bununla birlikte, "Sağlığım ve Güvenliğim", "Ailem ve Toplum" ile "Doğa ve Çevre" öğrenme alanlarında SCIM-C stratejisinin kullanılabileceği herhangi bir öğrenme çıktısının bulunmadığı tespit edilmiştir.

Programda, ikinci sınıf düzeyinde SCIM-C stratejisinin toplam on öğrenme çıktısında kullanılabileceği belirlenmiştir. Bu stratejinin "Yaşadığım Yer ve Ülkem" öğrenme alanında beş, "Bilim, Teknoloji ve Sanat" öğrenme alanında üç, "Ailem ve Toplum" ile "Doğa ve Çevre" öğrenme alanlarında ise birer öğrenme çıktısında kullanılabileceği görülmektedir. Buna karşın, "Ben ve Okulum" ile "Sağlığım ve Güvenliğim" öğrenme alanlarında SCIM-C stratejisinin kullanılabileceği herhangi bir öğrenme çıktısına yer verilmediği tespit edilmiştir.

Üçüncü sınıf düzeyinde ise SCIM-C stratejisinin toplam on bir öğrenme çıktısında kullanılabileceği belirlenmiştir. Bu stratejinin "Yaşadığım Yer ve Ülkem" öğrenme alanında dört, "Bilim, Teknoloji ve Sanat" öğrenme alanında üç, "Ben ve Okulum" öğrenme alanında iki, "Sağlığım ve Güvenliğim" ile "Ailem ve Toplum" öğrenme alanlarında ise birer öğrenme çıktısında kullanılabileceği görülmektedir. Bununla birlikte, yalnızca "Doğa ve Çevre" öğrenme alanında SCIM-C stratejisinin kullanılabileceği herhangi bir öğrenme çıktısının bulunmadığı tespit edilmiştir.

Tartışma ve Sonuç

SCIM-C stratejisinin, birincil kaynakları kullanarak öğrencilerin bu kaynakları analiz etme ve tarihsel düşünme becerilerini yapılandırmasını sağlayan bir yaklaşımdır (Hicks, Doolittle & Ewing, 2004). Stratejinin bu özelliğinden dolayı "Yaşadığım Yer ve Ülkem" öğrenme alanında kullanılabilirliği daha mümkün görülmektedir. Çünkü söz konusu öğrenme alanında yer alan birinci sınıftaki "yaşadığımız yer ve ülkemizin genel özellikleri, Türk Bayrağı ve İstiklâl Marşı, Mustafa Kemal Atatürk'ün hayatı, millî gün ve bayramlar ile dinî gün ve bayramlar", ikinci sınıftaki "tarihî mekânlar ve doğal güzellikler, yaşadığı yerin yönetim birimleri, Mustafa Kemal Atatürk'ün öğrencilik yılları, millî gün ve bayramların önemi ile dinî gün ve bayramların önemi" ve üçüncü sınıftaki "tarihî mekân ve doğal güzellikler, ülkemizin yönetim şekli, Mustafa Kemal Atatürk'ün kişilik özellikleri ile millî birlik ve beraberlik" (MEB, 2024b) konularının birincil kaynak kullanımına elverişli olması ve tarihsel bir boyut içermesi ile SCIM-C stratejisinin kullanılabilir olduğu tespit edilmiştir. Örneğin "Yaşadığım Yer ve Ülkem" öğrenme alanındaki HB.1.4.3 öğrenme çıktısında Atatürk'ün çocukluk yıllarına dair tarihi görseller, kısa videolar, hikâye kitapları sunulması istenmektedir. Bu kaynaklar birincil kaynakları oluşturduğundan SCIM-C stratejisinin kullanımı uygun görülmektedir. Bu bağlamda SCIM-C stratejisinin kullanımı, öğrencilere sunulan bu farklı birincil kaynaklar ile öğrencilerin analiz etme ve yorumlama becerilerini geliştirmesi beklenmektedir. Nitekim Hicks vd., (2004) ve Hicks vd., (2016), SCIM-C stratejisi ile öğrencilere sunulan farklı birincil kaynakların onların analiz etme ve yorumlama becerilerini geliştirdiğini belirtmektedir (akt. Yetişensoy, 2021). Belirtildiği gibi etkinlikte de birincil kaynak olarak kullanılan materyaller ile konunun somutlaştırılması amaçlanmıştır. Ayrıca SCIM-C stratejisi çerçevesinde yapılan etkinlik ile stratejinin gereği olarak öğrencilerin birincil kaynakları kullanmaları teşvik edilir. Bu kapsamda Şentuna (2014), birincil kaynakların kullanımının bilgilerin kalıcı hafızaya alınmasını kolaylaştırdığını ve öğrencilerin eleştirel ile tarihsel düşünme becerilerini geliştirdiğini belirtmiştir. Dolayısıyla, ilgili öğrenme çıktısında birincil kaynaklardan yararlanılması önemli görülmektedir. HB.1.4.3 öğrenme çıktısına yönelik hazırlanan etkinlik örneği, SCIM-C stratejisinin hayat bilgisi dersinde birincil kaynakların kullanımıyla öğrencilerin tarihsel bilgileri daha anlamlı ve somut bir şekilde öğrenmelerine katkı sağlayabileceğini göstermektedir. Etkinlik sürecinde Atatürk'ün yaşamına ilişkin görseller, kimlik belgesi ve döneme ilişkin materyallerin kullanılması, öğrencilerin öğrenme sürecine aktif katılımını destekleyerek tarihsel içeriğin yalnızca aktarılan bir bilgi olmaktan çıkıp anlamlandırılan bir öğrenme deneyimine dönüşmesine olanak sağlamaktadır. Bu durum, SCIM-C stratejisinin öğrencilerin tarihsel empati kurmalarına, geçmişi daha iyi kavramalarına ve tarihsel kişilikleri rol model olarak değerlendirmelerine katkı sağlayabilecek bir öğretim süreci sunduğunu göstermektedir. Dolayısıyla, hayat bilgisi dersinde birincil kaynak kullanımına dayalı SCIM-C temelli etkinliklerin, öğrencilerin hem bilişsel hem de duyuşsal öğrenmelerini destekleyebilecek nitelikte olduğu söylenebilir.

Hicks vd. (2004) ve Hicks vd.'ne göre (2016) SCIM-C stratejisi öğrencilerin bir tarihçi gibi düşünme becerilerini desteklemektedir (akt. Yetişensoy, 2021). İkinci sınıf "Yaşadığım Yer ve Ülkem" öğrenme alanındaki HB.2.4.1 öğrenme çıktısı kapsamında da SCIM-C stratejisi ile birincil kaynak olan öğrencilerin yaşadığı yerdeki cami, kale gibi yerlere gezi deneyimi öğrencilere sunulur ve kaynakların kim tarafından, ne zaman ve hangi amaçla üretilmiş olduğu

fark edilir. Öğrenme çıktısı doğrudan bir gözlem ile sunulan yerel tarih öğretimi ile gerçekleştirilebilir. Nitekim yerel tarih öğretiminde gezi ve gözlem tekniğinin kullanılmasının öğrencilerin derse yönelik ilgisini artırdığı sonucuna ulaşılmıştır (Işık, 2002). Bu kapsamda HB.2.4.1 öğrenme çıktısında, birincil kaynakların sunduğu avantajlardan yararlanılmasının yanı sıra, hayat bilgisi dersinin öğretim sürecinde yerel tarih yönteminin kullanılması da mümkün olacaktır.

"Bilim Teknoloji ve Sanat" öğrenme alanında yer alan birinci sınıftaki içerik çerçevesi "teknoloji ile ilgili merak edilenler", ikinci sınıftaki "bilim insanlarının bilime katkıları, teknolojik ürünlerin zaman içerisindeki değişimi ile sanatın günlük yaşamdaki yeri", üçüncü sınıftaki içerik çerçevesi "bilimsel gelişmelerin günlük yaşama etkisi, teknolojik gelişmelerin günlük yaşama etkisi ile sanatçıların sanata katkıları" (MEB, 2024b) olan konular programda yer almaktadır."Bilim, Teknoloji ve Sanat" öğrenme alanında, birinci sınıf öğrenme çıktısı olan HB.1.6.2'de SCIM-C stratejisi kullanılarak geçmişte kullanılan araçlar ile günümüz araçları arasında bağ kurulabilir. İkinci sınıf öğrenme çıktısı olan HB.2.6.2 kapsamında ise SCIM-C stratejisinin özellikle bağlamsallaştırma aşamasında, tarihsel kaynağın üretildiği dönemde yaşanan gelişmeler dikkate alınarak günümüzle karşılaştırmalar yapılabilir. Üçüncü sınıf öğrenme çıktısı olan HB.3.6.3'te ise öğrencilerin SCIM-C stratejisini kullanarak kaynağın ima ettiği değer yargılarını anlamlandırmaları amacıyla, sanatçıların sanata katkılarına yönelik bilgilendirici metinler, animasyonlar, belgeseller ve benzeri eğitici içerikler sunularak geçmişteki katkılara ilişkin bilgi edinmeleri sağlanabilir.

"Ailem ve Toplum" öğrenme alanında yer alan ikinci sınıf içerik çerçevesi "ailenin önemi" ve üçüncü sınıf içerik çerçevesi "toplumsal yaşamda meslekler" (MEB, 2024b) olarak yapılandırılmıştır. Bu konular kapsamında SCIM-C stratejisi kullanılarak öğrencilerin, mesleklerin toplumsal yaşamdaki önemini geçmiş dönemin koşulları çerçevesinde yorumlayabilme becerisi kazanmaları amaçlanmaktadır. Kuzgun'un (2013) da vurguladığı üzere, bireylerin küçük yaşlardan itibaren mesleki rehberlik kapsamında desteklenmesi, kendi yetenek ve özelliklerine uygun meslek alanlarını tanımalarına ve doğru mesleğe yönlendirilmelerine katkı sağlar. Bu bağlamda meslek; insanların topluma yararlı mal ya da hizmet üretmek ve bunun karşılığında gelir elde etmek amacıyla, belirli bir eğitim süreci sonucunda kazanılan bilgi ve becerilere dayanan ve kuralları toplum tarafından belirlenen bir etkinlik alanı olarak tanımlanabilir. "Ailem ve Toplum" öğrenme alanlarında HB.3.3.3 öğrenme çıktısında öğrenci birincil kaynağı seçer ve gözlemlemek üzere bir meslek belirler. Öğrencilere okul içinde ya da dışında gözlem yapabilecekleri meslekler listelenir. Bu mesleklerin zaman içerisinde nasıl değiştiğine dair bir zaman çizelgesi verilir. Bu mesleklerin o dönemde ne gibi faydalarının olduğu belirlenir. SCIM-C stratejinin son aşamasında öğrenciye farklı bir bakış açısı kazandırmak için okul-veli iş birliği yapılarak çeşitli meslek sahibi velilerin sınıfa gelmeleri ve mesleklerine ilişkin bilgi vermeleri istenir ve böylece bu stratejiye ait bir etkinlik örneği verilebilir. Bu doğrultuda, çocukların meslek temalı öyküler okuması, onların farklı meslek alanlarını tanımalarına olanak verir. Öyküler aracılığıyla kendilerine uygun rol modelleri bilişsel düzeyde deneyimlemelerine zemin hazırlayabilir. Öykülerdeki kahramanlar aracılığıyla sunulan rol modeller, çocukların özdeşim kurma süreçlerini destekleyerek ilerleyen dönemlerde meslek seçimlerine yön verici bir etki oluşturabilir. (Özgür & Çelik, 2018).

"Sağlığım ve Güvenliğim" öğrenme alanında yer alan üçüncü sınıftaki içerik çerçevesi "sağlığı koruma" (MEB, 2024b) konuları içerisinde öğrencilerin sağlığını korumaya yönelik davranışlarını düzenleyebilmesi amacıyla sağlık bilgisine sahip olması gerekmektedir. Bu bağlamda Yalçın'a (2025) göre sağlıklı bir toplum için öğrencilerin sağlık bilgisine sahip olması gerekir, çünkü sağlıklı bireyler, toplumun geleceği ve devamlılığı açısından önemlidir. HB.3.2.1 öğrenme çıktısında SCIM-C stratejisinin kullanılabilirliğine bakıldığında yaşanan verem salgınına/ COVİD19 yönelik belgeseller birincil kaynak olarak kullandırılır. Covid-19 pandemisi, eğitim alanında önemli değişimlere yol açmış ve eğitim kurumlarının sağlık eğitimindeki rolünü daha da ön plana çıkarmıştır. Sağlık eğitimi; hijyen davranışları, sağlıklı yaşam alışkanlıkları ve hastalıklardan korunma yollarının öğrencilere kazandırılmasını hedefler. Bu kapsamda okullar, el yıkama, maske kullanımı, sağlıklı beslenme, hareketli yaşam gibi konularda rehberlik edebilir. Ayrıca pandemi, psikolojik sağlığın da en az fiziksel sağlık kadar önem taşıdığını göstermiştir. Bu nedenle eğitim kurumları, öğrencilere stres yönetimi ve duygusal farkındalık gibi konularda destek vererek bütüncül sağlık gelişimine katkı sağlayabilir (Akson vd., 2023).

Öneriler

Bu çalışmada 2024 yılı Hayat Bilgisi Dersi Öğretim Program'ında SCIM-C stratejisinin kullanılabileceği öğrenme çıktıları ve süreç bileşenleri belirlenmiş, bu öğrenme çıktıları ve süreç bileşenlerinde stratejinin nasıl kullanılabileceğine ilişkin etkinlik örnekleri sunulmuştur. Bu doğrultuda, söz konusu öğrenme çıktılarının öğretiminde SCIM-C stratejisinden yararlanılması ve bu araştırma kapsamında oluşturulan etkinlik örneklerinin uygulama sürecinde dikkate alınması önerilmektedir.

Araştırmada 2024 yılı Hayat Bilgisi Dersi Öğretim Program'ında SCIM-C stratejisinin en fazla kullanılabileceği öğrenme alanının 'Yaşadığım Yer ve Ülkem' olduğu belirlenmiştir. Bu nedenle, bu öğrenme alanında stratejinin kullanımına ağırlık verilmesi ve öğrencilerin bilişsel ve duyuşsal gelişimleri üzerindeki etkisini inceleyen araştırmaların yapılması önerilmektedir.

Bu araştırma, yalnızca 2024 Hayat Bilgisi Dersi Öğretim Programı'nın doküman incelemesi yoluyla analiz edilmesiyle sınırlı olduğundan, gelecekte yapılacak araştırmalarda SCIM-C stratejisinin hayat bilgisi dersindeki sınıf içi uygulamalarına, öğretmen ve öğrenci görüşlerine dayalı uygulamalı çalışmalar gerçekleştirilebilir.

Bu araştırmada SCIM-C stratejisinin kullanılabilirliği Hayat Bilgisi Dersi Öğretim Program kapsamında ele alınmıştır. Farklı derslerin öğretim programlarında SCIM-C stratejisinin kullanılabilirliği araştırma konusu edinilebilir.