**EXTENDED SUMMARY**

Culture can be described as whole of moral, material, abstract and concrete elements which belong to the society people live in, occur in progress of historical and social development, discriminate one society from the others, come until today by passing down from generation to generation. Popular culture comprises an important part of culture. It occurs in a certain culture and survives. It is not a pattern coming from past to present, but a social institution which meets requirements of a living culture community. All moral and material culture elements represent the identity of the society they belong since every society contain different factors in itself. All issues about popular culture can also be accepted as cultural heritage. Cultural heritage is common heritage of humanity. Every nation even every civilization takes its place in the world with its own language, history and culture heritage. People become established and socialized within this heritage. Cultural heritages are witness to past, they are factors to shape the future. When the related writings are analyzed, there are a lot of works giving place to culture and popular culture elements. However; there are not many works which popular culture elements are evaluated within a program in education. One of these works is basic reasons of popular culture lesson which applied in secondary school as horary elective course, preparing progress of program of popular culture lesson, pattern of lesson and evaluations about maintaining it in the future (Kutlu, 2009); another one is what the popular culture lessons’ subjects are, how they can be associated with social sciences program and if there is a meaningful difference between the primary school students’ ideas about popular culture lesson approach (Gürgil, 2011).

In this work, it is emphasized that social science courses help people to accommodate to life, to socialize; gains and activities about Turkish popular culture elements which take place in 6th and 7th grade social sciences program since they have important function to transmit the culture and lastly the time suggested to units with their rates in program. Social sciences take place in everywhere in daily life; at school, in family, in wedding, in funeral. Thus, trying to improve culture by introducing the culture to the young in society is carried by means of social sciences course. That’s why determining Turkish popular culture elements in social sciences program is seem important in terms of setting connection between social sciences and elective popular culture course. Therefore, the aim of this work is to determining gains and activities about Turkish popular culture elements in 6th and 7th grade social sciences program and finding out numbers and rates of related gains and the time suggested to units. This work is designed qualitatively; reviewing document is used as method of data gathering. Document review contains analysis of written materials consist of information about targeted events. In this work, in order to gather data, the 6th and 7th grade social sciences program which is renewed in 2005 is examined. In this research, the distributions of related gains and activities about Turkish popular culture elements taking place in program of 6th grade social sciences; rates of Turkish popular culture in gains do not show homogeneity. Also in all units, it is determined that Turkish popular culture elements are discussed in only three units, in the other units there are not such elements. But in the program of 7th grade social sciences, Turkish popular culture is discussed in only 2 units, in the other units there is not any cultural elements. It is thought that in Social Sciences course which is thought to help culture transmission and intended to bring up the students susceptible in terms of cultural values, elements of Turkish popular culture should take place more. Concordantly, the teachers who are operator of these social sciences programs should increase the tours to places like museum, fair, kermes in which cultural elements are exhibited. Social sciences teachers should arrange activities which are going to improve students’ cultural and social skills by using national and religious holidays, salvation and celebration days, certain days and weeks and regional heroes. In social sciences programs, it is seem that Turkish popular culture elements such as cuisine culture, folk dances, festivals and celebrations, handicrafts, clothes, music, material culture, seasonal ceremonies, Hıdrellez and Nevruz, transhumance, theatrical plays, javelin throw, oil wrestling, faith centers, Karagöz and Hacivat, call and response duets, camel wrestling, migrant-settler culture, folk architecture, ritual and religious ceremonies are not emphasized and their transmission is insufficient. Thus, in the activities suggested while transmitting related cultural elements, students should be contact with these elements directly.