This dissertation examines high school students' perspectives on social studies homework. Specifically, it uses the high school student perspective to determine the types of social studies homework that students perceive most benefit them academically and developmentally. In addition, it examines how homework should be evaluated. Findings are analyzed through the framework provided by Bandura's self-efficacy theory. In this qualitative study, six ninth graders participated in three personal interviews and one focus group to determine how homework affects their learning in social studies. Furthermore, the social studies homework assigned to ninth graders was collected and examined. According to students, instructional homework is most beneficial when students recognize it serves as practice, preparing them for summative assessments. Homework is also beneficial when it incorporates elements of student choice, is relevant to students' lives, and allows for opportunities to work with peers. Ultimately, social studies homework has the potential to benefit student learning and self-efficacy, especially if teachers set a clear purpose for the assignment and give descriptive feedback to students.