

The values included in social studies education books for the upper basic stage in Palestine

Prepare by : **Hiba Sleem**

E: h.sleem @najah.edu

Abstract:

The study aimed to identify the extent to which values are included in Palestinian social studies education textbooks from grade 8-9. In this study, the researchers used descriptive analytical approach. Study tools consisted of a list of values, the presence of which values these textbooks were analyzed for. The results showed that the values of belonging to Arab nationalism had the highest frequency and percentage in the eighth and ninth class room.

Key words: values, social studies education books, upper basic stage

Introduction

Values are among the most important cultural elements that constitute the life of the individual, which made them the focus of the attention of researchers and specialists in the humanities because of the individual's need in the current era to strengthen and deepen his identity after cultures have mixed.

Values represent an important part in the frame of reference for behavior in public life, and in its various fields, religiously, scientifically, socially, economically, politically, and technically. Values play a role in the life of the individual and are considered one of the foundations of the educational process. They are targeted by individuals in their behavior, which represent criteria by which society judges the behavior of these individuals in different situations. Values are not innate, but are embodied in the learning process. It is a set of criteria that fulfill human needs in all their forms. Its presence in every society that wants its social systems to continue to perform its function to achieve the goals of the group.

We must pay attention to what is written in textbooks and presented to students, as values are considered one of the most important scientific educational foundations, as achieving them is one of the most important purposes and functions of education, and the learner in any age group needs to learn how he should behave in life, and not only by transferring Moral knowledge, but he needs to form moral habits through practice. (Hegazy, Al-Huymel, Al-Jarrah, Al-Adwan, 2020).

Values are the sum of the moral and social qualities desired in a particular culture, which represent the levels that individuals target in their behavior, including the criteria by which society judges the behavior of these individuals in different situations. (Al-Jaafrah, 2011)

Educational values are not innate but acquired through the process of learning, and values are a set of standards that achieve reassurance for human needs in all their forms. They work to determine the nature of people's relationships with each other, and they are standards and goals that must be present in every society that wants its social systems to continue to perform its function to achieve the goals of the group. (Teema, 1998)

The values are characterized by hierarchy, as they arrange for each person a hierarchical order in importance, and this arrangement is subject to change as a result of changing circumstances and interests, but there are values that are dominated by the quality of holiness, and they are values related to religion and morals and have a universal character and transcend cultural differences. (Hamadna, 2011)

Education today in many societies faces several challenges, the most serious of which is what is known as the phenomenon of globalization, which carries in its contents a great threat to all societies, and the attendant economic, cultural, and social repercussions, as cultural borders are on the way to disappear, allowing the transmission of many ideas that almost eliminate the The privacy of many societies, and in order for citizenship to be based on awareness, it must be carried out with an intentional education supervised by the state by introducing the student to the concepts of citizenship and national values. One of the important dimensions of citizenship is the social dimension. As a means to achieve the goals of good citizenship, the humanities and social sciences, by their nature, are educational materials that help define the concept of good citizenship for young people, as social studies are among the study subjects that play an important role in developing the concepts of citizenship (Abdul Basit, 2009) (Sulaiman , 2019)

To achieve this, it must be scientifically confirmed that it contains the concepts of citizenship and national values by analyzing its content. In light of the above, this research seeks to identify the degree of inclusion of national values in social studies books for the eighth and ninth grades.

Study Problem :

The problem of the study is to study the values included in social studies books for the upper basic stage in Palestine, where the researcher sensed that there are many question marks about whether social studies books have a role in developing values for students, specifically that among the general objectives set by the Ministry of Education The social studies curriculum is to find a good citizen, and the definition of a good citizen is a citizen who adheres to the values, customs and traditions of his society. It is considered as the cornerstone on which societies are based. No society can develop without the commitment of its members to the values. Hence, the researcher saw that analyzing the content of social studies books to monitor what If the values necessary to prepare a good citizen, and the current study highlights the weakness of the values system among Palestinian youth, especially students, where observers began to notice the spread of negative behaviors such as disrespect for the law, disrespect for public property, and the decline of national belonging. This was confirmed by the study of Dughmush and Al-Hawli (2020) and the study of Al-Huymel and others (2020), which recommended the necessity of conducting studies to reveal the values included in various investigations and other stages of study.

The problem of the study is that the study attempts to answer the following questions:

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1- What are the values included in the social studies curriculum for the eighth grade of the upper basic stage in its first and second parts for the upper basic stage?

What are the values included in the social studies curriculum for the ninth grade of the higher basic stage, in its first and second parts?

Study Objectives:

1- Identifying the values included in the social studies curriculum for the eighth grade of the upper basic stage, in its first and second parts.

2- Identifying the values included in the social studies curriculum for the ninth grade of the upper basic stage, in its first and second parts.

Study Importance

1- The importance of the study stems from the fact that it examines the national values included in the social studies books for the upper basic stage due to the relevance of the studies that dealt with this subject and also due to the importance of the social studies subject because of its close connection with the student's society and the reality of his life in which he lives, its customs, traditions and national affiliation.

2- This study may benefit the curriculum developers and planners in paying attention to values and promoting them in the future in the curricula.

3- This study may benefit teachers in schools to focus on values in terms of instilling them in students and representing them in their behavior and their conviction of their necessity.

4- Researchers by making recommendations and proposals for further research.

Study limits :

Objective limits: This research is limited to the analysis of values in social studies courses for the eighth and ninth grades.

Time limits: The research was applied in the first semester of the academic year 2020/2021 for the eighth and ninth grade textbooks.

Study terms:

Values (Idiomatically): a set of characteristics and features that characterize the individual through his environment in which he lives and controls these characteristics and characteristics of the surrounding environmental conditions and through these circumstances they determine the behavior of the individual and affect him and the individual's values vary according to the environment and the surrounding community (Al-Otaibi, 2015)

The researcher defines it procedurally: it is a set of behaviors and ideals that a culture urges, and it is the basis for creating a good homeland, including national, religious, civic and cultural values and the values of global citizenship.

Social Studies Books: These are the books approved by the Palestinian Ministry of Education in the 2017/2018 academic year, in which I followed the integration approach for four courses, namely history, geography, civic education and civic education. The course was called the social studies course.

The upper basic stage: the school stage that extends from the fifth grade to the tenth grade.

Previous studies :

This study includes a presentation of a group of previous Arab and foreign studies related to the subject of the study, and the following is a presentation of these studies.

Dughmush and Al-Hawli (2020) study: The study aimed to reveal the most important national values included in social studies books for the upper basic stage in Palestine compared to the values that must be available. To achieve this goal, the researchers prepared a list of national values that should be available in these books; This is to be used as a standard in the content analysis process.

The study sample consisted of all five books of social studies for the upper basic stage. The results of the study showed that the total number of repetitions of national values in social studies books amounted to (643) recurrences. The results also showed that the most recurring national values are: preserving national unity, exposing the aggressive practices of the occupation, and being proud of the history of Palestine. The researchers recommended the necessity of promoting some national values that are weak, such as: adherence to the right of return, solidarity with the martyrs, prisoners and wounded, respect for national symbols, resistance to ideological invasion, and preservation of public facilities.

Al-Muhallabdi's study (2020) aimed to determine the national values that must be available in the content of first secondary mathematics courses in the Kingdom of Saudi Arabia, and to reveal the degree of their inclusion in the content of mathematics courses in the Kingdom of Saudi Arabia. In Saudi Arabia? The importance of the research was to show the most important national values that must be available in the mathematics courses in the first secondary grade in the Kingdom of Saudi Arabia, while the research was conducted within its objective limits, which are the mathematics courses for the first secondary grade within the time limits in the first semester of the year 1442 AH 2020. To answer the research question, the researcher followed the descriptive approach represented by By a content analysis method, the research sample consisted of a mathematics course for the first grade of secondary school, and it numbered two books, one book for each semester. To achieve the objectives of the research, the researcher did the following:

1. Re-listing the national values that should be included in the content of mathematics courses for the first grade of secondary school.
2. Building a card to analyze the content of mathematics courses for the first secondary grade.

The researcher used the following statistical methods: frequencies and percentages of the included national values and Holste equation. The research recommendations were:

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1- Work by experts and specialists who developed the curricula on pre-planning to include national values in the mathematics curricula, taking into account balance, comprehensiveness, logical arrangement, sequence and gradation between values.

2- Working to include national values that are lacking in mathematics courses for the first secondary grade in the Kingdom of Saudi Arabia.

Al-Jarrah, Al-Adwan, Al-Rabay'a (2020) study: This study aimed to identify the values included in the Arabic language books for the lower basic stage in Jordan. The study population consisted of all Arabic language books for the lower basic stage. , namely: (religious moral values, personal recreational values, national values, scientific values, and preventive health values), and the validity and stability of the tool have been verified.

The study reached the following results: The total recurrences of the values included in the Arabic language books amounted to (683) recurrences, distributed over the five domains, where the field of recreational personal values came in first rank (335), and with a percentage (49.0%), followed by the rank The second is the field of religious moral values, where its recurrences amounted to (152) recurrences, and with a percentage of (22.3%), followed in the third place in the field of scientific values, with its recurrences at (123) and with a percentage (18.0%), followed by the fourth place in the field of values Preventive health, with a frequency of (45) recurrences, and a percentage of (6.6%), and the field of national values came in the last rank, as its frequency reached (28) recurrence, and a percentage of (4.1%).

Study of Suleiman (2019) The aim of the current research is to determine the degree to which the concepts of citizenship are included in the developed social studies textbook for the sixth grade. To achieve the objectives of the research, the researcher used the descriptive analytical approach using the content analysis method. As for the study tools, it was a list of citizenship concepts that consisted of (41) concepts distributed on four dimensions, and a content analysis card, while the sample was limited to the content of the sixth grade social studies book. The most prominent results that were reached were: The concepts of citizenship were widely available in the social studies book, and the concepts of the political-legal dimension came in the first place with a percentage of (30.73), followed by the concepts of the civilizational cultural dimension with a percentage of (27.98). The concepts of the social dimension ranked third with a percentage of (21.56), while the concepts of the environmental dimension ranked last with a percentage of (19.71). In light of the results, the study recommends paying attention to the concepts of citizenship that were not available in the appropriate amount, making use of the list of citizenship concepts contained in the study tool, and conducting more studies on this subject and in other stages and curricula.

Al-Otaibi study (2016) entitled "The Moral Values Included in the Books of Al-Siraj Al-Munir for the Primary Primary Stage in the State of Kuwait". Al-Munir for the primary stage in the State of Kuwait, and it included three areas of moral values, including religious values, personal behavioral values, and social values. In the first order were subjective behavioral values with a percentage of (39.8%), followed by social values with a percentage of (36.1%) frequently, and in the last order were the values of Religious (21.7%).

The study recommended the need to strengthen the moral values included in the books of Al-Sirraj Al-Munir for the primary stage in the State of Kuwait, the need to focus and urge on lofty values such as the value of patriotism and obedience to the guardian and the means because of their importance. It also recommended the need to rebuild the system of personal and social behavioral values for all stages.

Abdel Nazeer, Muhammad (2015) study entitled “A proposed conception to include some moral values in mathematics books for the preparatory stage in light of revealing the features of the hidden curriculum.” The researcher descriptive-analytical approach to reveal the features of the hidden curriculum in preparatory school mathematics books and to identify the students’ level in moral values, and the constructivist approach in preparing the proposed perception. The hidden curriculum in the mathematics books of the preparatory stage, the researcher concluded that the interest found some values, which are (estimate the value of scientists, estimate the value of mathematics, estimate the value of work, know the Egyptian antiquities, the value of excellence, the value of adhering to traffic rules, attention to health and water conservation, interest in practicing sports, respecting the opinions of others), then the researcher prepared a list of moral values that must be developed among students, and prepared a scale for other values Protective and applied to identify the level of students in the preparatory stage, and the percentage of the grades of the students of the scale as a whole reached (6.8%), which is a low percentage, which confirms that the students have weaknesses in moral values, and then a proposed scenario was developed to include some values in the mathematics of middle school.

Al-Qurashi study (2013) The study aimed to identify the educational values included in the mathematics book and their availability and to indicate their distribution on its main fields. The second for the year 1433/1434 AH in the Kingdom of Saudi Arabia as a study sample.

The results of the study revealed that the field of mental values obtained the highest total recurrence of values with a percentage of (22.1%), and thus ranked first, followed by the field of practical values with a percentage of (21.8%), and the areas of aesthetic, religious and social values got percentages. (12.8%, 11,8%, 10.6%), respectively, and the environmental and recreational values received a percentage of (9.1%, 8.3%), and the national values field came at the lowest in the list with a percentage of (3,7%).

Ünal, Fatma ,Kaygin, (2019) Citizenship Education for Adults for Sustainable Democratic Societies,It was found that participants have a citizenship tendency in line with the traditional national citizenship approach and behaved accordingly. In conclusion, this study proposes that citizenship education should be organized for adults, who are today’s decision makers and role models for tomorrow’s decision makers, in order to improve their political literacy, legal literacy, and political, social, civic engagement and democratic values, which will contribute to the goal of a sustainable democracy in society .

Altıntaş,Irem , Karaaslan,Hüseyin,(2019) Study on Effective Citizenship Education and Its Dimensions. . It is found that the civic duty and volunteering dimensions are not included in the scales applied in Turkey, and protest dimension is seen as a subcategory of participation and protest dimension is seen as a subcategory of participation. The study discusses the goal of establishing

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effective citizenship education while taking Turkish and Western cultures, and different and common dimensions into consideration.

Anisah, Siti, Marzsuki, (2018) Citizenship Education as Value Education and the Nation's Strengthening of Character for Citizens, The results of the study, namely: civic education has a strategic position as a values education and strengthening of national character for citizens. The strengthening of character education in Indonesia was made the axis of education sourced from religion, Pancasila, the national cultural and educational purposes

Also the studies of (Haav, 2018; Jimenez et al., 2017; Shuayb, 2018) where their results indicated that the textbooks directly addressed the values of the citizenship, particularly human rights, peace, and the loyalty of homeland.

Twarog, Katarzyna, (2017) Citizenship Education : Cultivating a Critical Capacity to Implement Universal Values Nationally, authors share a common commitment to the need for a critical civic culture, which in turn requires a willingness and openness on the part of all citizens to use their imagination and help foster the critical capacity to think anew. In this way, the traditional dichotomous debate over citizenship, values and identity within the nation and the world might be transformed. By utilizing what Freire refers to as deliberative dialogue, we can foster creative solutions to ensure that universal values of justice, tolerance, recognition and equality are not merely democratic ideals, but are practiced by all individuals and institutions. Furthermore.

Commenting on previous studies

By reviewing previous studies, it is clear that we have similarities with previous studies in the approach followed, which is the descriptive approach. The current study benefited from the previous studies in better identifying the mechanism of developing the study tool, and it is clear by reviewing previous studies that the current study was in agreement with most of those studies in objectives, sample, curriculum, style and tools, but differed with some of them in the age stage and in the number of books that were subjected For analysis, the current study was distinguished from previous studies in that the current study examines the values included in the social studies curriculum for the upper basic stage in Palestine, where the focus was on all values and not on specific values.

methodological procedures:

Study Methodology: The researcher used the descriptive approach in the study, and it is defined as “a set of research procedures that are integrated to describe the phenomenon or topic depending on all facts and data, categorizing, processing and analyzing them in sufficient and accurate analysis to extract their implications and reach results and generalizations about the phenomenon under study (Al-Rashidi, 2000) as well. The researcher used the content analysis method, which is one of the survey studies methods used in the descriptive approach and is used to study the content of written means of communication such as books, magazines, newspapers, recent studies, and scientific research. (Dughmush and Al-Hawli, 2020).

Study community and sample: The population and sample of the current study consist of social studies books for the eighth and ninth grades according to the new Palestinian curriculum, and they

are four books, with two parts for each book, and the following table shows the study community and sample.

Table No. (1) shows the study population and sample

Course	Grade	Semester	Number of units	Number of Pages	Number of lessons
Cultural studies	Eighth Grade	1	2	92	11
	Eighth Grade	2	2	66	9
	tenth Grade	1	2	79	9
	tenth Grade	2	2	78	8
	Total	4	8	315	37

Study tools

The researcher used two tools for the study that she prepared: a list of values to be provided and a content analysis form

List of Values: The researcher prepared a list of values that must be provided in the social studies subject in the basic education stage, based on the general objectives of the social studies curriculum:

List of sources:

The list has been prepared in light of the following sources:

- 1 - Results of research and studies that dealt with the subject of national values in social studies.
- 2 - Outcomes of the Palestinian educational system in general, and the goals of the basic education stage in particular.
- 3 - Outcomes of the social studies course

Tool validity

To verify the validity of the tool (values), the list was presented to a group of specialized arbitrators to ensure its validity, as it was presented to ten arbitrators. The field of environmental values was also integrated into the civil values.

Content analysis form

To achieve the objectives of the study, the researchers prepared a form for analyzing the content of the social studies course, and the following is an explanation of the aspects of this form:

Content included in the analysis: The analysis included all books of social studies for the upper basic stage, and the following is a table showing the units of study in those books.

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Table No. (2) The distribution of lessons in the social studies book for the eighth grade, part one

Unit title: trip in Arab World	Lesson title
First Lesson	The Arab World Location
Second lesson	Topography of the Arab world
Third lesson	Climate in the Arab world
Fourth Lesson	Population in the Arab world
Fifth lesson	Economic activities in the Arab world
Sixth lesson	Water security in the Arab world
Unit Two: Political developments in the Arab world in the modern era	the title of lesson
First Lesson	The dominant political forces in the Arab world prior to the Ottoman rule
Second lesson	Ottoman rule over the Arab world
Third lesson	The conditions of the Ottoman rule under the Ottoman rule
Fourth Lesson	Palestine in the Ottoman era
second unit	the title of lesson
Citizenship	
First Lesson	Citizenship rights and duties
Second lesson	Citizenship strengthens the fight against corruption

Table No. (3) The distribution of lessons in the social studies book for the eighth grade, part two

Unit Four "Global Transformations in the Modern Era"	Lesson Title
1	European Renaissance
2	Geographical disclosures

3	The Industrial Revolution
4	American Colonial Revolution and Independence
5	French Revolution
Fifth Unity Colonial ambitions in the Arab world	Lesson Title
1	European colonialism in the Arab world
2	Colonial competition for the Arab world
3	The French campaign on Egypt and the Levant
4	The end of Ottoman rule in the Arab world
Unit Six "Gender"	Lesson Title
1	Gender
2	violence

Table No. (4) the distribution of lessons in the social studies book for the ninth grade, part one

Unit One: Colonial politics in the Arab world	Lesson title
1	Political fragmentation of the Arab world
2	Colonial economic policy in the Arab world
3	Anonymity policy
4	repression policy
Unit Two: Reformation and liberation in the Arab world	Lesson title
1	The emergence of liberation movements

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2	forms of resistance to colonialism
3	Examples of liberation movements in the Arab world
4	independence of the Arab countries
5	Challenges faced by Arab countries after independence
Module Three "Participation in Building Civil Society Lesson No	Lesson title
1	Political participation
2	Election and candidacy

Table No. (5) the distribution of lessons in the social studies book for the ninth grade, part one

Unit Four "A Developed and Diversified World"	Lesson title
1	Diversity of the natural environment
2	Diversity of demographics
3	Cultural diversity
4	Economic Diversity
Fifth Unit "Challenges of the Age and International Cooperation"	Lesson title
1	wars
2	Population explosion
3	famines
4	Protection of human cultural heritage
Unit Six Models of Cosmic Citizenship	Lesson title

1	poverty
2	Racism

The unit of analysis: the unit of analysis means "those parts on the basis of which the researcher cuts the studied text to measure the frequency of the subject in question (Abdul-Hadi, 2003). A basic unit in analyzing trends, values and beliefs, and the idea unit is closest to the writing style used in social studies (Ben Hadiya, 2017).

Analysis steps

The researcher performed a set of steps in the analysis process, which are in order as follows:

- 1 - Read the topics in the books under study carefully and in depth.
 - 2 - Counting the number of paragraphs of the eighth grade book with its two parts and the ninth grade book with its two parts.
 - 3 - Monitoring the values by giving one repetition for each value that appeared in the content.
 - 4 - Collect the frequencies for each value for each row, and empty them into the analysis form.
 - 5 - Finding the percentages and ranks for each value from the list prepared by the researcher.
- The reliability of the study analysis tool: The stability of the tool was confirmed by the researcher preparing the analysis after two weeks of the first analysis.

Results

The results related to the first question and their interpretation.

What are the values included in the social studies curriculum for the eighth grade, in its first and second parts?

Table No. (6) shows the values included in the social studies curriculum for the eighth grade of the upper basic stage, in its first and second parts

8th grade percentage	repetitions	Value
27.22%	43	The values of belonging to Arab nationalism
14.56 %	23	national affiliation values
22.15%	35	civic values
20.89%	33	The values of belonging to global citizenship
12.03%	19	cultural values
3.16%	5	religious values

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100.00%	158	Total
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It is clear from the table that the values of belonging to Arab nationalism got the highest recurrences, as the value of frequencies reached 43, or 27.22%, and in the second place came civil values, where the percentage of recurrences reached 35 recurrences, or 22.15%, and in the third place came the values of belonging to global citizenship with recurrences amounting to 33%, or 20.89%, and in the fourth rank came the values of national affiliation, with repetitions of 23, or 14.56%, and in the fifth rank was cultural values, with 19 repetitions, or 12.03%, and in the last rank came religious values and repetitions of 5, or 3.16%.

The book reviewed the values of belonging to Arab nationalism as follows:

Pg. 4 It was received directly through poetic verses of the poem of the poet Fakhri Al-Baroudi, Bilad Al-Arab is my homeland, and the activity was accompanied by a set of questions represented in identifying the names of the countries and cities mentioned in the verses of poetry.

Also, a clear and explicit text was presented on p. 4 talking about the Arab world and its extension and p. 5 on the development of belonging to Arab nationalism by displaying a map showing the geographical impact of the Arab world and attaching an activity to the map to remind students through it the sea that lies between the Asian wing and the African wing of the Arab world and determine the location of the Arab world in relation to each of the world The continents of Asia and Africa.

Pg. 6 by presenting an explicit and direct text showing the extension of the Arab world and its borders and accompanying it with an applied activity represented in the request of students using the natural map of the Arab world and identifying the water bodies that communicate with each other through straits and water channels.

Pg. 7 showing the political map of the Arab world and then asking the students to classify the Arab countries that are located in the continent of Asia and Africa and to classify the nature of the borders separating the Arab countries and to determine the geographical location of Palestine in the Arab world.

P.8 By showing the deaf political map of the Arab world, then asking the students to write the names of the Arab countries referred to in the numbers on the map.

Pg. 9, by presenting an activity that shows the area of the homeland of the Arab countries in descending order, and then attaching the activity to two questions. The first, based on the table, shows which is the largest area of the Arab countries, Asian or African, and the second question we calculate the total area of the Arab world. Developing an affiliation with Arab nationalism, p. 10, through a clear and explicit presentation that shows the area of the Arab world

P. 12 This is through an activity through which the natural map of the Arab world is presented, showing the topography of the Arab world, and attaching the activity to a set of optimal questions.

P.13 by presenting an explicit text explaining the topography of the Arab world and also presenting a map showing the most important mountains of the Arab world and accompanying it with questions represented in asking the students to mention the mountain chains in the Arab world and to identify the extension of the mountain chains to the Arab world. P. 14 by presenting a clear and explicit text showing the extension of mountain ranges in the Arab world with a presentation of a map showing the most important plateaus in the Arab world and attaching a set of questions through which the student is asked to name the plateaus in the Arab world and explain their extension and to extract natural manifestations that permeate the plateaus of the Arab world. P. 15 through Presenting an explicit and direct text showing the scattered hills in the Arab world and the characteristics of the hills of the Arab world, with attached pictures also showing the shape of the hills in the Arab world. Al-Arabi Shows the plains in the Arab world and then asks the students to classify the types of plains in the Arab world.

P.17 by presenting a clear and explicit text showing the sections of the plains in the Arab world and attaching a research issue represented in asking students to search for the names of flood plains in the Arab world. Developing an affiliation with Arab nationalism p. 22 by presenting a clear and explicit text explaining the factors affecting the climate of the Arab world, p. 23 also by displaying a map showing the climatic regions present on the map of the Arab world, as well as displaying a clear and explicit text explaining the climatic regions of the Arab world. Development of p. 20 through a clear and explicit presentation showing the elements of the climate and the prevailing climate in the Arab world, and also p. 21 by presenting a picture showing the main factors affecting the climate of the Arab world p. 25 by presenting an activity in the form of a table showing the population of the Arab world for the year 2019 AD and asking students to calculate The total population of the Arab world and to represent graphically the population of a group of Arab countries such as Egypt, Algeria, Qatar and Saudi Arabia. P.26 By presenting a clear and explicit text showing the population of the Arab world and accompanying it with an applied activity that teaches students the mechanism of calculating the general population density. P. 27 by displaying a graph showing the elements of population growth in the Arab world. And also p. 28 by presenting an explicit and clear text showing the rate of population growth in the Arab world. Developing values of belonging to Arab nationalism p. 45 by presenting a clear and explicit text showing the water sources on which the Arab world depends. Pg. 46 by presenting a set of pictures and a map through which students can conclude the problems facing water in the Arab world and threatening its water security. Developing an Arab nationalist affiliation through a presentation of the political forces in control in the Arab world prior to the Ottoman rule. Pg. 54 through a clear and explicit presentation of the concept of colonialism and also attaching an illustration showing the motives for colonialism in the Arab world and asking students to mention the motives for European colonialism in the Arab world. Pg. 51 by presenting a clear and explicit text showing the motives of European colonization of the Arab world. Developing the value of belonging to the Arab world, p. 52, through an illustration showing the forms of colonialism and asking students to discuss the forms of colonialism and why cultural invasion is one of the most hated forms of colonialism. And also p. 52 development by presenting forms of colonialism and the development of cultural values p53 by presenting concepts such as guardianship, settlement and Cultural invasion. Developing an Affiliation with Arab Nationalism, p. 55, by presenting a map showing the European colonial ambitions in the Arab world, so that students can deduce from it the economic importance of the Arab world and mention the most important sea ports

controlled by the Arab world. P. 56 by presenting a clear and explicit text showing the reasons for drawing the attention of the colonial countries to the Arab world, as well as displaying a map showing the European colonial countries that controlled the Arab world. p. 57 by presenting a clear and explicit text that talks about European ambitions in the Arab world. Developing the value of belonging to the Arab world, p. 59, through a clear and explicit advisory presentation on the effects of European colonialism and its consequences on the Arab world, developing belonging to Arab nationalism, p. 59, by presenting an applied activity through which students are asked to prepare a report on the conspiracies of fragmentation and control of the Arab world (Sykes-Picot, Balfour Declaration, San Remo). Pg. 61 by displaying a graph showing the objectives of the French campaign on Egypt and the Levant and asking the students to discuss the reasons for the French campaign against Egypt and to conclude the importance of Egypt's position in Western colonial projects. P.62 by presenting a clear and explicit text that talks about the French campaign against Egypt, as well as a map showing the course of the French campaign against Egypt. By presenting an activity that includes a table showing the revolutions through which the Egyptians resisted the French campaign, and attaching a set of questions to the students, such as "We show the national role of the Egyptian people in confronting the French invaders? We explain France's policy in the face of the Egyptian popular resistance?" P. 63 Presenting a clear and explicit text about Napoleon's claims to peace with the Egyptians Developing the value of a national affiliation p. 64 Through an activity we think and discuss where the students were asked to balance the position of the Egyptian people on the French occupation and the position of the Palestinian people on the Zionist occupation and also presented pictures that represent the form of resistance in the two peoples.

Pg 64 By presenting a clear and explicit text showing the reasons for the French campaign's orientation to Palestine, as well as presenting the map of the French campaign on the Levant and attaching it to two questions for the first students. And p. 65 through a clear and explicit presentation attached with an illustration of the battle of Abu Qir. Developing an Affiliation with Arab Nationalism, p. 68, by presenting an activity that talks about the factors of weakness of the Ottoman state and asking students to mention the factors of weakness in the Ottoman Empire and to clarify what is meant by the Association of Union and Progress and to show the role of secession movements in the weakness and collapse of the state. And p. 69 by presenting a clear and explicit text that talks about factors Weakness of the Ottoman Empire. Pg. 70 by displaying a graph explaining the reasons why the Ottomans entered World War I on the side of the central countries.

Pg. 70 by presenting a clear and explicit text showing the results of the defeat of the Ottoman Empire in World War I and its effects, and then asked the students to explain the terms of the Treaty of Sevres imposed by the Allied Powers on the Ottoman Empire, and also to discuss the results of the defeat of the Ottoman Empire in World War I on the Arab world in general and Palestine especially.

As for the values of national belonging, they are listed in the book as follows:

Pg. 70 by presenting a picture of the Al-Aqsa Mosque and next to it a clear and explicit text of the Balfour Declaration. Pg. 19 through activity No. (1) which talks about the climate of Palestine and asking students to discuss the impact of weather on our daily life, pg. Why is the right of return for the Palestinians to their lands, villages and villages one of the Palestinian constants demanded by the Palestine Liberation Organization (M, T, F) as the sole legitimate representative of the Palestinians,

p. Activity We think and discuss for students about the measures of the Zionist occupation towards the movement of transportation and communications in violation of international conventions, pg. 41 Through Think and Discuss “Where the students were asked to indicate their duty towards the tourist places in our country”

Pg 43 represented in an applied activity where the students were asked to prepare a film about the tourist places in Palestine and then upload it on the websites, p. 47 by presenting an activity explaining the policy of the Zionist occupation towards Arab and Palestinian waters. p.48 by presenting a clear and explicit text showing how the Israeli occupation controls Arab and Palestinian waters, p.58 by urging students to think and discuss the importance of the unity of the Palestinian people in freedom and independence from the Zionist occupation, p.73 by displaying a clear and explicit text as well as pictures of Jaffa, Nablus and castles and the forts in it. Developing the values of national affiliation p. 34 by displaying pictures representing the tragedy of the American Indians and pictures representing the displaced Palestinians and asking the students to balance between the tragedy of the American Indians and the Native Americans, and the tragedy of the Palestinian people.. p. 37 Through an activity we think and discuss where students are asked to think and discuss with each other How can the boycott of Zionist goods be considered as a tool of the Palestinian resistance, pg. 30 by presenting an applied activity in which students are assigned to do a research or report on Palestinian trade unions and labor unions and their impact on the working class in Palestine and the position of the Universal Declaration of Human Rights on the work of children and women. Attaching a picture of the International Labor Organization also on the same page, p. 38, through an activity in which the students are asked to write a report on the global campaign that aims to boycott the Zionist occupation, withdraw investments from it and impose sanctions on it. Pg. 43 by presenting an activity We Think and Discuss for students to discuss about the suffering of Palestinian prisoners in the prisons of the Zionist occupation, pg. 53 By presenting an activity We Think and Discuss assigning students to discuss with each other about the dangers of Zionist settler colonialism in Palestine and the reasons for colonial states resorting to using other forms NS Colonialism other than military occupation, p. 65, by showing a group of pictures of Acre and the resistance of the people and Ahmed Pasha the butcher and the cannon and asking the students to deduce the position of the Palestinians on the French campaign against the Levant. P.65, by presenting a clear and explicit text that talks about the Palestinians' response to Napoleon's campaign against the Levant

P. 67 Through an applied activity in which students are assigned to research the role of the cities of Acre and Nablus in the defeat of Napoleon in Palestine, developing a national affiliation p. 79 by presenting a research case assigning students to do a research on Palestinian women leaders who achieved advanced degrees in decision-making positions. p. 84 by talking about the Zionist occupation and its violent practices against the Palestinian people. P. 89 by presenting an issue for discussion and asking the students to discuss the psychological effects of the practices of the Zionist occupation on Palestinian children.

As for civil values, they were presented as follows:

P.31 is represented in presenting a group of pictures showing Islamic-Christian coexistence in the Arab world, where a picture of the Dome of the Rock, a picture of the Church of the Holy Sepulcher,

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a picture of Al-Azhar Mosque and a picture of the Coptic Church were shown. Students were asked to mention the manifestations of Islamic-Christian coexistence in the Arab world.

Pg. 32 presenting an explicit and clear text that talks about religious tolerance in the Arab world and accompanying it with an activity. We think and discuss why the Arab countries, especially Palestine, guarantee freedom of thought and the practice of religious rites, as well as a research issue. In education, which is one of the basic rights enjoyed by the human being, and asking students, how is the right to education one of the basic rights guaranteed by international conventions, p. Responsibility, global citizenship and digital citizenship.

Pg. 79 by presenting a research case in which we search for the relationship between citizenship and patriotism, and then ask the students to discuss it with the students. Also, an activity was presented on the same page that shows the components of citizenship through an illustration, and then the students are asked to indicate the components of citizenship and give examples of them. Pg. 80, by presenting the responsibilities of citizenship in the form of an explicit and direct text, and then presenting an activity that we think and discuss so that the students discuss how citizenship leads to supporting stability and spreading peace in society. P. 81 by presenting an applied activity in which students are asked to note the attached table in the activity and classify the phrases contained therein into rights and duties by placing a check mark in the appropriate column and then ask the students to differentiate between rights and duties with examples p. 85 by presenting a clear and explicit text showing the concept of corruption And the spread of the phenomenon of corruption in societies. Pg. 86, by displaying a set of pictures showing the forms of corruption in society, and then setting a table for students to write, by looking at the pictures, about the form of corruption and what is meant by it. Pg. 87 by presenting an explicit and direct text that shows forms of corruption in society such as bribery, wasta, nepotism, prejudice to public money, waste of public money and money laundering. As well as assigning students a research case to search for the forms of corruption mentioned in the Palestinian Anti-Corruption Law. Pg. 88 by presenting an applied activity in which the students are asked to write the form of corruption in front of the phrase that expresses it in the table. Pg. 89 of the presentation of an activity showing the effects of corruption, where the students were asked to divide into groups to explain the effects of corruption on the field of unemployment, education, health services, investments and projects. Civic values p. 89 from the presentation of an explicit and direct text that talks about the effects of corruption on society. Pg. 90 By presenting an activity that explains how it is possible to limit the spread of corruption in society. Civil values p. 91 By presenting an explicit and direct text explaining the mechanisms of combating corruption in society. p. 41 By presenting a picture representing the three legislative, executive, judicial authorities and the importance of the separation between powers. The picture was attached to two questions. The first is the impact of the concentration of the three authorities in the state in the hands of the ruler. And why is the separation of the three powers from the manifestations of the democratic system, p. 44 Through an activity we think and discuss where the students were asked to discuss the concept of basic rights of the individual, p. 45 Through a case for discussion that was developed for students to discuss with each other, the government of the French National Congress carried out terrorist acts, such as killing and torture against opponents The new system, despite its issuance of the Human Rights Document, p. 57, by presenting a research case through which the students are assigned to prepare a report on the position of international humanitarian law on the protection of civil and

cultural property during armed conflicts, p. 79, by presenting an activity showing the national and international conventions regulating women's rights by distributing The students are in cooperative working groups, and then ask them to answer the questions attached to the activity, which are to mention some manifestations of discrimination against women at the national and international levels, and to discuss the implications of discrimination against women. p. 80 by presenting a clear and explicit text showing international legislation such as the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). p. 81 by presenting a clear and explicit text that talks about national legislation. P.38 By assigning students to write a report on one of the genocides in international armed conflicts and the position of international conventions on these violations.

As for the values of belonging to global citizenship, they were listed as follows:

Pg.4, by presenting a graph showing the concept of the European Renaissance, the gradation of eras and the time line of historical eras, and attaching the graph to two questions. The first we call the historical eras in the figure, and the second we deduce what is meant by the historical eras. P.5, through an activity of illustrations that shows the manifestations of European life In the Middle Ages and the Renaissance and that students deduce the concept of the Renaissance. P.5 by presenting a clear and explicit text showing the concept of the Renaissance and the European Renaissance. P. 6 by presenting a group of pictures representing civilizations such as the interaction of civilizations, the emergence of printing, the fall of Constantinople and the reformist movements, and accompanied by a group of pictures such as deducing the factors of the European Renaissance. p. 7 by presenting a clear and explicit text that talks about European military campaigns and the fall of Constantinople, reform movements and the invention of printing. And also by presenting an activity about the most prominent aspects of the European Renaissance. p. 8 By displaying a group of pictures about the Mona Lisa, the geographical discoveries and the School of Athens, and attached these pictures with a set of questions such as "we discuss the aspects of the European Renaissance indicated by the pictures and we explain the role of art in the development and prosperity of civilizations. p. 9 by presenting an explicit text Mubasher talks about the scientific, intellectual and art development in Europe, in addition to the movement of geographical discoveries and the movement of religious reform. Developing an affiliation with Arab and Islamic history pg. 9 by presenting a map of the centers of Islamic civilizational radiation towards Europe and attaching a set of questions on the map, such as "We define the centers of siege radiation towards Europe." Developing affiliation with global citizenship p.13 By displaying a clear and explicit text that talks about the movement of geographical discoveries, as well as displaying a group of pictures (the Cape of Good Hope, Indian spices and shipbuilding), where these images show the motives for the movement of geographical discoveries.Pg. 14 by displaying a clear and explicit text showing the motives for geographical discoveries such as the political motive, the religious motive and the economic motive Attaching a picture of the Italian explorer Marco Polo, p. 15, by displaying a map showing the geographical discoveries of Albert Ghali and the Spanish and accompanied by a set of questions, such as naming the European countries from which the movement of geographical discoveries was launched, and also attaching a table containing the name of the discoverer and the name of the area he reached. Pg. 16 by presenting an explicit and direct text that talks about the movement of geographical

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discoveries in Europe and by displaying a group of pictures representing the concept of the industrial revolution that took place in Europe and also p. A clear and explicit text that talks about the Industrial Revolution and its achievements. Developing the value of global citizenship, p. 23, by presenting a map that represents the geographical extension of the Industrial Revolution and attaching it to a set of questions such as defining the regions of the extension of the industrial image and naming the countries that were not greatly affected by the Industrial Revolution and explaining the reason for the development of Europe industrially in the current era. p. 24 by presenting a clear and explicit text showing the European countries in which the Industrial Revolution spread. P.25 by presenting a clear and explicit text attached to a map to show the factors of the industrial revolution in Britain and also urging students to think about the reasons why Britain encouraged inventions and also urging students to conclude through the map the impact of Britain's geographical location on the industrial revolution in it. P.26, by displaying a graph showing the factors of the industrial revolution in Britain, as well as displaying pictures showing the manifestations of the industrial revolution. The pictures are a telephone, a steam machine, a steam train, a gasoline-powered car, a textile machine and an electric lamp. Attaching the pictures to a set of questions, we mention the most important areas in which the industrial revolution appeared and deduce the impact of these inventions on the lives of people in the nineteenth century and ask students to discuss the phrase necessity is the mother of invention. And also a clear and explicit text on the same page about the manifestations of the industrial revolution. P. 28 by presenting a set of pictures showing the effects of the Industrial Revolution and attaching the pictures to a question about the phrase "Industrial Revolution" a double-edged sword. And that is through an activity that shows an illustration of the results of the Industrial Revolution and attaching after the drawing a question about the effects of the Industrial Revolution in European society and also on the same page a clear and explicit text about the social effects of the Industrial Revolution. Developing global citizenship values p.30 by presenting an explicit and direct text about the results Industrial Revolution as well. And on p. 34, through a presentation of the thirteen American colonies, the development of p. 37, by presenting a clear and explicit text that talks about the factors of success of the revolution of the American colonies. By presenting a clear and explicit text about the factors for the success of the revolution of the American colonies, pg. 39 presented pictures representing the classes of French society and a picture of the thinker Jean-Jacques Rousseau, for students to conclude through them the reasons for the outbreak of the French Revolution. And the reasons that drive peoples to revolution. 40-41 by presenting a clear and explicit text that talks about the reasons that led to the outbreak of the French Revolution. By presenting an explicit and direct text that shows the course of the industrial revolution, as well as an image that represents all classes of the nation. p. 42, by presenting a clear and direct text showing the reason for convening the French National Assembly. P.43, by presenting an explicit and direct text of the course of the French Revolution and the fall of the Bastille. . p. 43 by displaying an illustration showing the results of the French Revolution. p. 44 by presenting an explicit and direct text that talks about the achievements of the French Revolution. p. 44 by presenting a clear and explicit text that talks about the impact of the French Revolution on European countries. 45 by presenting a clear and explicit text that talks about the principles established by the French Revolution.

As for cultural values, they are presented as follows

P. 30 is represented in a research case through which the students are assigned to research the importance of the role of women in Palestinian society in various fields and to write a report on it. p. 34 represented in an activity through which a group of pictures is shown showing the nature of the economic activities practiced by the inhabitants of the Arab world and a question is asked to the students after each picture about the economic activity represented by each picture, with a mention of other activities. The population of the Arab world p. 36 represented in a presentation of a diagram that explains the challenges facing agriculture in the Arab world and then asking students to classify the challenges facing agriculture in the Arab world into natural and human. p. 37 by presenting a clear and explicit text showing the challenges facing agriculture in the Arab world and how they can be overcome these challenges.

P.38 by presenting a chart that shows the components that the industry needs in the Arab world, also pg. 38 presenting a clear and explicit text showing the natural ingredients for industry in the Arab world, as well as presenting a clear and explicit text that shows the obstacles that prevent the development of industry in the Arab world. Means of transportation in the Arab world and asking students to show the importance of transportation and transportation in the field of internal and external trade in the Arab world, p. On the same page, an explicit and direct text about tourism in the Arab world was presented. p. 55 by presenting a clear and explicit text that talks about the Mamluks, the Safavids and the hereditary monarchy system. Pg. 57 by displaying the map of the Battle of Ain Jalut, as well as displaying a clear and explicit text that talks about the Maliks and their achievements in the Levant. Develop a religious value by presenting a Quranic verse from Surat Al-Anfal No. 46 in order for students to conclude through it how we can preserve the strength and cohesion of the state. Developing an affiliation with Islamic history p. 60 by presenting a map showing the extension of the Ottoman Empire in the Arab world and asking the students to specify the areas controlled by the Ottomans in the Arab world. p. 61 by presenting a clear and explicit text that talks about the Ottoman state, p. 62 developing an affiliation with Islamic history by presenting an activity that shows the motives of the Ottomans to move towards the Arab world, and also p. 63 by displaying a map representing the extension of the Ottoman Empire in the Arab countries with a clear and explicit text that talks about the Battle of Galdiran and the Battle of Marj Dabiq and the battle of Ridaniya. Through the presentation of a map showing the administrative divisions of Palestine under the Ottoman rule. P.71 by presenting an explicit and direct text showing the administrative divisions of the Ottoman state and the political, economic and social conditions of Palestine under the Ottoman rule. Develop an affiliation with Islamic history.

As for religious values, they are presented as follows

By presenting a Quranic verse from Surat Al-Araf (56) The Development of Civil Values pg. 84 represented by presenting a picture that illustrates the concept of corruption, public money and public office. Asking students to explain the reasons for the spread of corruption in society.

The results for the second question

What are the values included in the social studies curriculum for the ninth grade, in its first and second parts?

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Table No. (7) shows the values included in social studies books for the ninth grade, in its first and second parts

the value	Eighth grade percentage	repetitions
The values of belonging to Arab nationalism	24.00%	30
The values of national belonging	28%	35
civic values	22.4 %	28
The values of belonging to global citizenship	15.20 %	19
cultural values	9.6 %	12
religious values	0.8 %	1
Total	100 %	125

It is clear from the table that the values of national affiliation ranked first, with 35 recurrences, or 28.00%. 22.40% The values of belonging to global citizenship ranked fourth, with 19 recurrences, or 15.12%, and in the fifth rank were cultural values, with 12 recurrences, or 9.60%, and in the last rank were religious values, with frequencies of 1 or 0.80%.

The values of belonging to Arab nationalism are listed in the book as follows

Pg.4 By presenting an activity that includes two maps, the first is a map of the Arab world before the division and the second shows the colonial expansion in the Arab world. Asking the students to describe the situation that the Arab world has reached in Map No. 2 and comparing it with thread No. 1 and asking them to mention some of the colonial conspiracies that led To divide the Arab world and then divide the students into groups using Map No. 2, and each group represents the Arab countries according to the country that they colonized and categorize them in the table, p. 6, by presenting a clear and explicit text that talks about the effects of the political fragmentation of the Arab world (material and moral effects) p. 7 through An activity that shows Arab attitudes towards political fragmentation. Al-Nasha includes a group of images, including images representing the logo of the Arab League, the United Arab Republic, the Gulf Cooperation Council, and the Maghreb Union. And attach the pictures with a set of questions, including discussing the ingredients that help to achieve Arab unity and deduce the goals for which the League of Arab States was established? Was the unitary Arab experiences sufficient for the political response to the Arab world? And why? p. 8 by presenting a clear and explicit text that talks about the League of Arab States and the role of the League of Arab States in supporting the Palestinian cause in international forums, as well as assigning students to do a research on the member states of the Gulf Cooperation Council, the Maghreb Union and the United Arab Emirates Union, and asking students to also be appointed on

the map of the homeland The Arab Member States of the Gulf Cooperation Council and the Maghreb Union, p. 11, by presenting an activity that shows the concept of colonial economic policy. The students are asked to read the text in the activity and assign the students to deduce the concept of colonial economic policy. Also, a clear and explicit text was presented on the same page to clarify the concept of colonial economic policy. p. 12 through an activity that includes an illustration of the manifestations of colonial economic policy in the Arab world, and then asking students to give examples of manifestations of colonial economic policy and to build the impact of assignments and aid on the Arab economy. Al-Arabiya p.12 by presenting an explicit and direct text that talks about the manifestations of colonial economic policy in the Arab world p.13 through an activity containing two columns, columns A and B showing the Arab reactions towards colonial economic policies, and then asking the students to connect between the statement in column A and the procedure that It is expressed in column B and that they derive other means and tools to confront the colonial economic policies. 13-14 by presenting a clear and explicit text that talks about the Arab reactions towards the colonial economic policies of the Arab world. Pg. 32 by presenting an activity that includes a text that talks about the concept of national liberation movements and then asking the students to discuss what is meant by liberation movements and to give a list of liberation movements that appeared in the Arab world and then presenting a clear and explicit text that talks about the concept of liberation movements. Pg. 33-34 by presenting An activity that shows the reasons for the emergence of liberation movements in the Arab world and asking students to deduce from the text the factors that led to the establishment of liberation movements in the Arab world and by presenting a clear and explicit text that shows the factors that contributed to the establishment of liberation movements in the Arab world. p. 34 By presenting an activity that shows The goals of the liberation movements in the Arab world, and then asking the students to discuss the goals of the National Party in Egypt and to derive the general goals of the liberation movements in the Arab world. And also by presenting a clear and explicit text explaining the goals of the liberation and independence movements in the Arab world, p. 35 by presenting an activity that includes a text that shows the right of peoples to resistance, liberation and independence, and then asking the students to conclude the position of the General Assembly on the right of peoples to resistance and liberation, and also through Presenting a clear and explicit text stating the right of peoples to self-determination and their right to resist occupation and foreign domination. P. 37 by presenting an activity that includes talking about the concept of resistance and asking the students to deduce the concept of resistance and then presenting a clear and explicit text showing the concept of resistance. P.37-38 through an activity that includes a text and an annex to the text is a set of pictures showing the forms of resistance from ancient times until the present time. Then the students are asked to mention the forms of resistance mentioned in the text and pictures and to deduce the position of the General Assembly on the armed struggle of the peoples entrenched under the yoke of occupation. And to discuss the extent to which the resolution is in harmony with the Zionist occupation of Palestine and also by presenting a clear and explicit text showing the concept of armed resistance that was used in the Arab countries, p. 41 by presenting a clear and explicit text on the challenges faced by the armed resistance. Pg. 43 Through an activity that includes Pepin's text, the stages of the development of the national movement in Libya, and then asking the students to discuss the motives for Italy's expansion of the war on the Ottoman Empire. And also through the presentation of an explicit text that talks about the Italian occupation of Libya in 1912 AD.

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P.44 Through an activity that contains a text that talks about the stages of the development of the national movement in Syria, and then ask the students to discuss the French practices in Syria after its occupation and to deduce the reaction of the Syrians towards these practices. p. 45 by displaying clear and explicit text that Happened about the French occupation of Syria after the Battle of Maysaloun. P.45 Through an activity that includes a text showing the stages of the development of the national movement in Iraq, and then students from the students deduce the reasons that paved the way for the revolution in 1920 AD. p. 48 by presenting a clear and explicit text that talks about the revolutions carried out by the Arab countries to confront colonialism. Pg. 51 by presenting a group of pictures that represent the manifestations of independence in the Arab world, such as the constitution and the regular army, and then asking the students to explain the manifestations of independence shown in the pictures above, and for the students to explain that despite the existence of all these manifestations in Palestine, it did not achieve complete independence. During the presentation of a clear and explicit text showing the manifestations of independence in the Arab world, as well as a presentation that includes a group of pictures of a group of presidents from Arab countries such as Saddam Hussein, Prince Hamad and President Mahmoud Abbas, so that the students learn about the regimes in the Arab world. And then they conclude the types of political regimes in the Arab countries. Developing a national affiliation p. 54 Through a proposed activity in which the students are asked to discuss why the Zionist settlement is a threat to the Palestinian state and its components. P.55 Through an activity that includes a text showing the economic challenges that faced the Arab countries after independence, and then asking the students to discuss the causes of unemployment in the Arab countries. And then a clear and explicit text showing the economic challenges that faced the Arab countries after independence p. 57 Presentation of an activity that includes a map showing the political challenges that faced the Arab countries after independence p. 58 by presenting a clear and explicit text that talks about the political challenges that faced the Arab world.

As for the values of national belonging, they are presented as follows

P. 7 Through an activity in which a clear and explicit text was presented that talks about the procedures of the Zionist occupation in Palestine, and then the students are asked to answer the questions that follow the text, and we give examples of the reasons for the procedures of the Zionist occupation in Palestine? And we conclude the impact of these measures on the establishment of the Palestinian state. Pg. 7 presents a clear and explicit text that talks about the practices of the Zionist occupation that aim to annex and Judaize the land. Pg. 14 Through an activity that displays a graph showing the measures of the Zionist occupation towards the Palestinian economy and asking the students to write other economic policies of the Zionist occupation towards the Palestinian economy, as well as asking them to suggest ways to resist the Zionist occupation towards our Palestinian economy. p. 15 by presenting an explicit text that talks about the measures of the Zionist occupation towards the Palestinian economy. P. 15 By asking the students to discuss the benefits of boycotting the products of the Zionist occupation P. 16 Through an activity in which the students were asked to organize a visit to one of the national factories to inform the students about the efficiency of the national product, and to write a report on that. They were also asked to hold a mock court to try the occupation for the violations it practices against the Palestinian environment. P.36 through an applied activity by assigning students to watch a video clip of the speech of the late Palestinian President Yasser Arafat at the United Nations in 1974 AD and we discuss what was mentioned in it.

Pg. 38, through the discussion of the Palestinian resistance and its beginning since the Al-Buraq Revolution in 1929 AD, the revolution of Sheikh Izz al-Din al-Qassam in 1935 and the revolution in 1936 AD, as well as the development of a national affiliation, p. Water, salt, and a picture of the marabouts in Al-Aqsa Mosque. Asking the students to classify the forms of peaceful resistance through text and pictures, and to mention other forms of peaceful resistance. Developing a national affiliation pg. 40 by presenting a clear and explicit text that talks about the concept of resistance. Pg 40 By presenting a clear and explicit text that talks about the peaceful Palestinian resistance to the Israeli occupation. P. 40 By presenting an explicit and clear text that talks about the Kamal Adwan guerrilla operation on the Palestinian coast in 1978 AD and many other women who carried the slogan of resistance and liberation in the face of colonialism. P. 42 Through an applied activity Students are asked to prepare a report on the efforts of the Palestinian resistance against the wall of annexation and racist expansion, and also to listen to an excerpt from the poem (Palestine) by the poet Ali Mahoud Taha. (My brother has exceeded the wrongdoers of the range) p. 46 by presenting a clear and explicit text that talks about Iraq's submission to the British occupation p. 47 through an activity that includes a text showing the stages of the development of the national movement in Palestine and then asking the students to explain the goals of the Palestine Liberation Organization and to analyze the slogan of the Palestine Liberation Organization and also a presentation A clear and explicit text that talks about the Palestine Liberation Organization and the Palestinian National Council. p. 50 Through a clear and explicit presentation of the declaration of the late President Yasser Arafat and the document of the Declaration of Independence in Algeria announced by the late President Yasser Arafat in 1988 AD, p. 15 through the presentation of an explicit and direct text that talks about the environment of Palestine and its features. Developing the value of a national affiliation p. 16 by displaying pictures of orange groves in Jaffa. P.33 by assigning students to write a report on the importance of Palestine's membership in UNESCO and the Palestinian cultural sites that have been included in the World Heritage List and the importance of that. Developing the value of national affiliation through an activity that includes a graph showing the reasons for the weakness of economic activities in Palestine. P 48 by displaying a picture showing the Israeli aggression on the Gaza Strip in 2014. P 53 By presenting a picture of Gaza International Airport after the Zionist aggression on Gaza, p. 74 of Hilal We think and discuss the role of civil defense in assisting citizens in cases of siege and natural disasters. , p. 82 through a research case where the students were asked to form a moot court through which we will try the Zionist occupation for its violations of the Palestinian heritage. p. 85 by assigning the students to write a report on one of the monuments in Jerusalem, and the dangers that threaten it, p. 86 by dividing the students into groups and then Discussing the violations of the Zionist occupation on the Gaza Strip in 2014, so that each group discusses the causes of wars and the second group the consequences of the third group linking it to international agreements and the violations practiced by the Zionist occupation during them. The fourth group writes the results and recommendations. Pg. 98 by asking the students through the activity of discussing forms of racial discrimination against the city of Jerusalem, the capital of the State of Palestine. Pg. 98 by presenting a text that includes the policy of the British Mandate in Palestine and also by talking about the Nakba in P.62 by presenting an issue for discussion about the burdens borne by the Ministry The Palestinian Education in Providing Education Opportunities for the Growing Number of the Palestinian People, p. 66, through an activity showing the registration certificate of the All-Palestine Government and a picture of a Palestinian holding the key to return, as well as presenting a clear and explicit text that talks about the right of refugees to return and also

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through thinking and discussing the inability of the United Nations to solve The problem of the Palestinian refugees. p. 67, through practical activities assigning students to prepare a report on a displaced Palestinian village in year p. 65, by presenting a clear and explicit text showing the role of the Zionist occupation in the high rate of unemployment in the Gaza Strip 1948.

Civil values are presented in the book through the following form

Pg. 58 Through an activity that includes a text showing the concept of democracy and then asking the students to construct what is meant by democracy and the importance of implementing democracy in the state.

Developing the value of belonging to Arab nationalism, p. 59, by presenting an activity that shows the challenges that faced education in Arab countries after independence and asking questions represented in how education can be promoted in Arab countries. It also displays clear and explicit text. He talks about the challenges facing education in the Arab world.

P. 63 by presenting an activity that shows the concept of political participation and then asking the students to conclude and express in their own language what is meant by political participation through the dialogue that the students read. And then a clear and explicit text showing the concept of political participation civic values p. 63 by assigning students to research the text of the amended Palestinian Basic Law in Article (26) on the forms of political participation.

Pg 64 Through an applied activity in which the students are asked to present situations from our daily lives related to political or societal participation, and also through presenting an activity that shows the importance of political participation and asking students to express their opinion on the importance of their participation in political activities. It also presents a clear and explicit text that talks about the importance of political participation.

P.65 by presenting an activity that shows the political participation of Palestinian women and then asking the students to evaluate the reality of Palestinian women in decision-making institutions. Also, presenting a clear and explicit text on P.65 showing the political participation of women since the twentieth century and the women's quota.

P.66 Through a practical activity in which students are asked to evaluate the participation of women in local life.

Pg. 68-69 is represented in presenting an activity that shows the concept of election and candidacy and then asking the students to deduce the difference between the process of candidacy and the election process and to discuss the difference between the role of the candidate and the role of the voter. It also presents a clear and explicit text showing the concept of candidacy and the conditions for candidacy and election.

Pg. 70 shows the stages of the electoral process through an activity in which students are distributed into groups and arrange the stages of the electoral process in a logical and correct order by numbering them according to priority from 1-7, and then ask the students to design a board representing the stages of the electoral process.

pp. 70-71 by presenting a clear and explicit text showing the stages of the electoral process

P. 71 Through an applied activity that asks students to represent the stages of the electoral process in their school. P. 71 By assigning students to do a research through sources of knowledge on Palestinian legislation that guarantees the right to vote and run for office in Palestine and to design a poster for it. Pg.4 By displaying a group of pictures showing the concept of the natural environment, such as pictures of pandas and camels, and then asking the students to derive from the pictures the concept of the natural environment and to derive the names of natural environments in the world. P.5 Presenting a clear and explicit text showing the concept of the natural environment, presenting a map showing the types of natural environments in the world, and asking them to enumerate the main types of environments in the world and to designate on the world map the areas in which the three environments predominate, to name the latitude circles visible on the map, and to specify the natural environment in which they are located Palestine is included. p. 53 by showing pictures showing the suffering of the Libyan civil war, as well as pictures showing the suffering of Syrian refugees. p. 55 through a clear and explicit presentation that talks about the Geneva Convention, which provides for the protection of soldiers, the wounded and the sick on land, at sea, and civilians. P.56 by presenting the will of Abu Bakr al-Siddiq to the Muslim army and then asking the students to deduce the humanitarian aspects contained in Abu Bakr's will to the Muslim army. Pg. 68-69 by displaying a text that talks about famine and pictures showing the low weight of children in Yemen due to malnutrition, and a picture of the children of Yarmouk camp in Syria queuing to request aid. Pg. 69 pictures of Somali women standing in line to receive aid and the death of herds in Sudan due to drought and an explicit text showing the concept of starvation . P. 70 by presenting a picture of wars and the misuse of the environment (pollution). Asking the students to build the causes of famines. P. 72 by showing a group of pictures showing the danger of famine, for example, a picture of a camp for Syrian refugees in Jordan, a picture of a Somali hospital, another picture representing the lack of drinking water and malnutrition in Yemen, and a picture of a mobile clinic In Yemen . Ask the students to construct the consequences of the spread of famines. Pg. 73 by displaying a clear and explicit text showing the effects of famines, as well as presenting an activity that includes a group of pictures showing facing famines, such as a picture of the Food and Agriculture Organization of the United Nations, FAO, a picture of the Arab Organization for Agricultural Development and a picture representing the United Nations Children's Fund (UNICEF), and then asking the students to suggest Other solutions to face the threat of famine. p. 74 by presenting a clear and explicit text that talks about the role of institutions at the Arab and international levels to find solutions for the victims of famine. Civic values p. 82 by presenting an activity that includes the text of Article 4 of the 1945 Hague Convention, which stipulates the protection of cultural property. p. 89 by presenting a clear and explicit text that talks about the concept of poverty, the poverty line and the extreme poverty line, p. 91, through a clear and explicit presentation that talks about the phenomenon of poverty in Palestine. And ways to combat poverty through an activity that includes a text showing ways to combat poverty.

P. 92 By showing a group of pictures of organizations concerned with sustainable development and asking the students to explain the difference between poverty and eradicating hunger. P. 95 Through an activity that includes a text that talks about forms of racial discrimination in society and then asking the students to discuss forms of racial discrimination against the Palestinians on Pg. 96 through Presenting a clear and explicit text that talks about racial discrimination and what is stipulated in international conventions to reduce racial discrimination. Pg. 97 by presenting a group

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of pictures representing areas of racial discrimination that people are subjected to in many societies, such as the Palestinian displacement in 1948, a picture of the city of Jerusalem, pictures of people with disabilities, and a picture of ethnic minorities and marginalized areas, and then asking the students to conclude the areas of discrimination that a person can be exposed to in many from communities. p. 99 by presenting a clear and explicit text that talks about the legislation approved by the Palestinian independence document that political rights are a right for all Palestinians regardless of race, color, gender or economic status, p. 100 by presenting a clear and explicit text that talks about the practices of the Zionist occupation, and his racist actions against the Palestinians.

Belonging values for global citizenship through the following form

P.6 The temperate environment through the hot environments in the world and asking the students to infer the climatic regions represented by the hot environment and to explain the reason for naming each region of the warm environment. p. 7 by displaying a map showing the tropical environment and then displaying a clear and explicit text that talks about the extension of the tropical environment. p. 7 by displaying a clear and explicit text that talks about the tropical environment and a picture showing the tropical forests in the Amazon basin.

p. 9 by displaying a map of temperate environments in the world

Pg. 9 presents an explicit and direct text that talks about the moderate environment

P. 10 By displaying a text that talks about the Mediterranean environment and a map of the Mediterranean region. P. 11 By displaying pictures showing the plants and animals in the Mediterranean environment and also displaying a map showing the cold environment and its extension in the world. By displaying an explicit and direct text that talks about the cold environment region Tundra and also display a group of pictures of animals living in the tundra environment such as musk ox, reindeer, snow owl, and plants such as cotton flower and needle forest.

p. 19 by presenting a map showing the classification of population growth rates in the world and asking students to determine the types of population growth rates in the world and to name three countries with different rates of population growth and to deduce the reasons for the high rate of population growth in Palestine. p. 20 by presenting a clear and explicit text It shows the rate of population growth in the world and also through an activity that shows the variation in the distribution of population in the world through a table. The students are asked to deny two continents with a large population concentration in the world and to explain the variation in population distribution in the world. p. 21 talks about the variation in the distribution of population in the world according to the continents. Developing social values p. 24 by defining young societies, young societies, aging aged societies, and the concept of age structure and qualitative structure of the population, p. 25 by displaying pictures showing the types of human races that exist around the world, so a picture of a man, an Asian man, and a black man was shown. And also by presenting a map of the distribution of human breeds in the world and then asking the students to name the human breeds in the world and to describe the places where these breeds spread on the world map and to deduce the basis for classifying the world's population into human breeds. By displaying a set of pictures that illustrate the concept of cultural diversity, such as a picture showing the most prevalent

languages and their speakers, and a picture showing the manifestations of urban development according to civilization.

Through the presentation of a text explaining the concept of cultural diversity and religious diversity and a graph showing the proportion of religions in the world, linguistic diversity in the world, ethnic diversity and diversity of customs and traditions, with a display of a group of pictures showing food diversity.

P.31-32 by presenting a clear and explicit text that shows the positive and negative effects of cultural diversity in the historical march of nations, peoples and states throughout the ages. And through also presenting an activity that shows international efforts in promoting civilizational cooperation in the world. And then asking the students to conclude the role of international organizations in promoting civilizational cooperation in the world and also to name some international organizations that contribute to the promotion of civilizational and cultural cooperation between peoples.

p. 33 by presenting a clear and explicit text that talks about international organizations that are concerned with cultural diversity,

As for the cultural values, they are mentioned in the book as follows

.25 Through Think and Discuss, where the students were asked to discuss that religion and language have nothing to do with dividing humans into races.

Developing global citizen values p. 26 talks about the human races that exist in the world and then ask the students to discuss that there is not a single country in the world whose people are composed of one race. P.35 by displaying graphs showing the concept of economic diversity and asking students to define the concept of economic diversity. P. 36 by displaying a graph showing the diversity of economic resources and then asking the students to deduce the types of economic resources and to give examples of economic resources according to their classifications. P. 37 through an activity that includes a group of pictures of a group of economic activities

P.38 By presenting a clear and explicit text to classify the economic activities practiced by students around the world P.39 By presenting a text attached to a map of the extractive industry and manufacturing industry attached to a map distributing the most famous industrial regions in the world's continents P.40 By presenting an explicit text about service activities, tourism, transportation and communications attached with a map Global transportation and a clear and explicit text that defines the concept of trade, foreign trade, domestic trade, health and education. p. 43 by presenting a clear and explicit text that shows why the Palestinian economy has a specialty compared to the rest of the economies of the world. Pg. 76-77 by showing pictures of the Church of the Nativity, a picture representing a heritage poem, a picture of a handwritten Quran, and a picture of a Palestinian costume. Pg. 78 by presenting a clear and explicit text showing the concept of heritage and the sections of cultural heritage, and then classifying these sections in an attached table that includes two columns, one for tangible heritage and the second for intangible heritage. Pg 80 by displaying a group of pictures showing the dangers to which cultural heritage is exposed, for example, a picture of wars, a picture of the climate, a picture of the Zionist excavations in the vicinity of Al-Aqsa Mosque and the closure of the Orient House, the headquarters of the Palestine Liberation Organization. And ask the students to deduce the risks to the cultural heritage.

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As for religious values, they are presented as follows

Religious value p. 57 through a Quranic verse from Surat Luqman verse 14 urging the importance of caring for parents.

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