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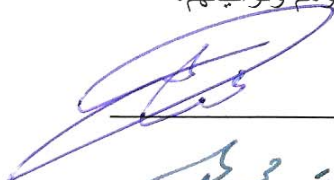
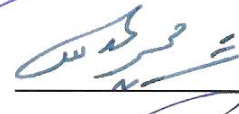

عمادة الدراسات العليا
جامعة القدس
كلية العلوم التربوية

إجازة الرسالة

تحليل كتاب الأحياء للصف الثاني الثانوي العلمي في فلسطين

اسم الطالبة: نسرين كريم دحدول
الرقم الجامعي: 20714014
المشرف: د. عفيف حافظ زيدان

نوقشت هذه الرسالة واجيزت بتاريخ 2009/6/9 من لجنة المناقشة المدرجة أسماؤهم وتواقيعهم:

- | | | |
|---|--------------------|-----------------------------|
| 
التوقيع: | رئيس لجنة المناقشة | 1. د. عفيف حافظ زيدان |
| 
التوقيع: | ممتحناً داخلياً | 2. د. محسن محمود عدس |
| 
التوقيع: | ممتحناً خارجياً | 3. د. محمد عبد الفتاح شاهين |

القدس - فلسطين
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Abstract

This study aimed to analyze the biology textbook for Second Secondary Class (Scientific Stream) in Palestine in terms of the four elements of the curriculum: the educational objectives, content, educational activities, and evaluated questions. This study has raised four questions of analytical research:

The Study population consists of all pages of the Biology textbook for the Second Secondary Class, Scientific Stream for the academic year 2008/2009 in Palestine. Study instruments have been subjected of validity was achieved by presenting them to a group of university persons in the College of Education and reliability, procedures are allocated. As for the reliability, it is achieved by the agreement factor.

The educational objectives have been monitoring for each unit, and also the derivation of behavioral objectives, and then analyze the content of the educational material has been analyzed to the elements: facts, concepts, laws, generalizations, and theories. The educational activities and evaluation techniques have also been monitored in order to answer questions of the study.

The results of the study pointed at the following:

- 1 - Number of private goals of the units of the study book are (85) goals which are distributed in an unbalanced way between the two semesters and units.
- 2 -The number of behavioral goals (114) goals, including (109) knowledge, (5) conscience, and there are no psychomotor goals.
- 3 - The number of scientific facts (92) distributed in an unbalanced way between the two semesters and units.
- 4 - The number of concepts (661) distributed in an unbalanced way between the two semesters and units.
- 5 - Number of scientific generalizations (208) distributed in an unbalanced way between the two semesters and units.
- 6 - Theories are not mentioned in the book.

7 - Number of educational class and non-class activities (10) activities, distributed in an unbalanced way between the two semesters and units.

In the light of the results of the study, the researcher recommended that the content should be re-formulate; taking into account the balance between the elements in the units of study and the two semesters; and books should be subject to the process of analysis before approval.

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(Simpson, 1966)

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:(Reflex Movements) -1

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	Standards For Science (WMASS)	
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(Lumpe & Scharman, 1991)

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(Chiappetta et al, 1991)

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(Anderson, 1992)

(Staver & Lumpe, 1993)

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(Eltinge& Roberts, 1993)

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(Erduran, 1996)

(Khoja& Ventura, 1997)

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(Wange,1998)

(Cheng et al ,1999)

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(Bekalo & Welfored , 2000)

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(Kim & Ryu, 2002)

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(Dimopoulos et al, 2003)

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(Oner, 2008)

(Yasar , 2009)

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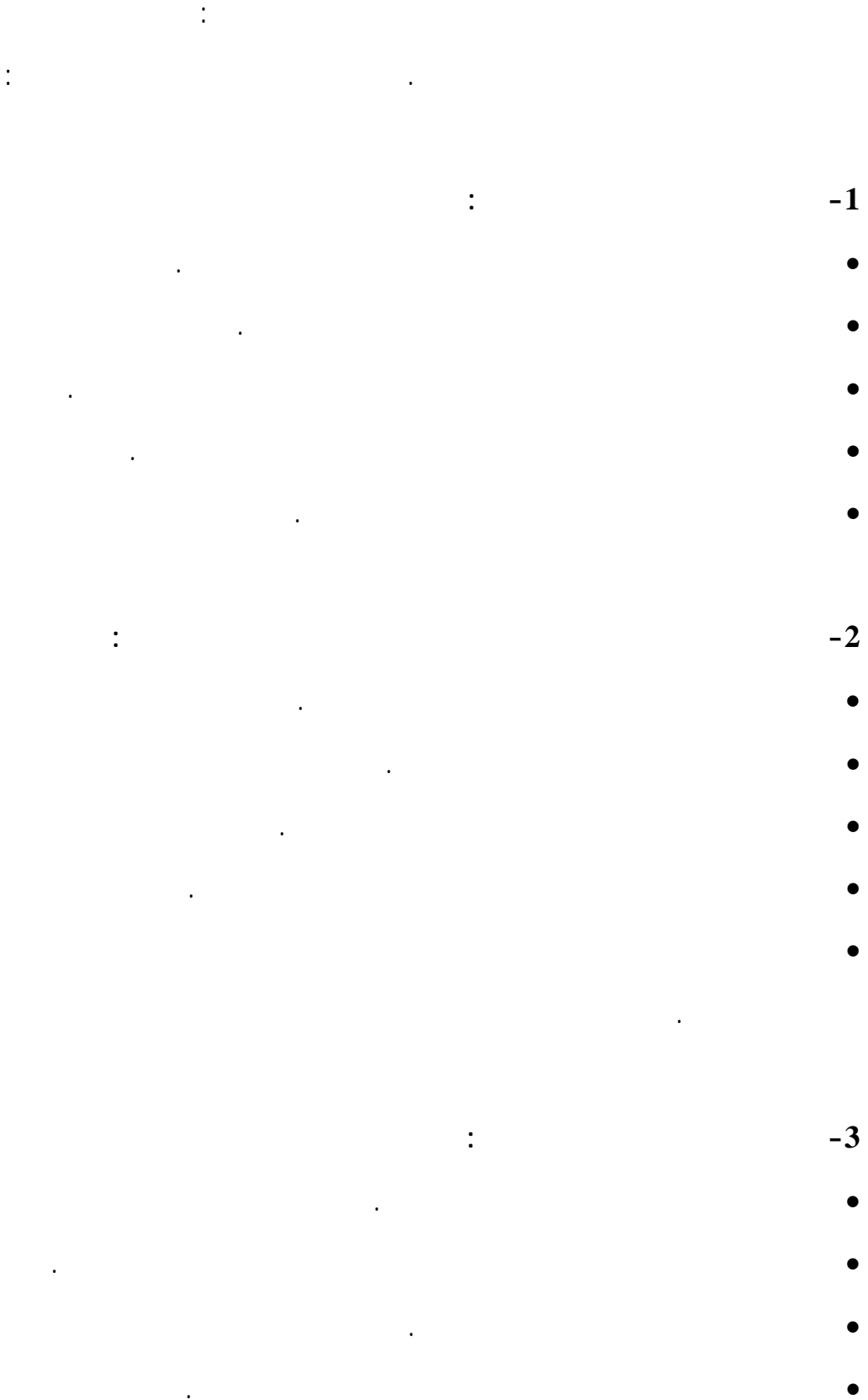
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التعميمات			المفاهيم			الحقائق العلمية			الفصل	الوحدة	الفصل الدراسي						
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117	28	24	343	160	132	36	14	12	الاول	الاولى	الاول						
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208			208	208	661	661	661			92	92			92	المجموع الكلي		

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X	X	√	X	X	√	√	28	1	3		
X	X	√	X	X	√	√	48	1	2		
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X	√	X	X	X	X	√	179	1	2		
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115	11.1	18	88.9	133	

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100	124	100	124	4	5	2.4	3	8.1	10	18.5	23	26.6	33	40.3	50		

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