

Summary

Introduction

The concept of integration is not only concerned with the integration of the educational subjects as an ultimate goal for the learners to reach; but it also aims at helping the learners to achieve the natural integration with its different sides: the physical, emotional, social; and mental.

Integration involves the various elements of the curriculum; among which is the content of the educational subjects accordingly; the integration must be in the objectives, the content, and the methods of teaching; not only in the content. From the theoretical point of view, these elements are entirely working together to complete each other, but from the practical point of view, the role of the teacher is considered the main effective factor in carrying out the curriculum.

Integration assures the firm link between pure science and applicable science, i.e., the integration between the theoretical sides and their applications as far as the relation between education, productive work and the environment is concerned. The philosophy of basic education focuses the concept of integration and is characterized by leaving out specialization in tackling the educational subjects.

The present study, in the light of the importance of the concept of integration, is concerned with evaluating the curriculum of social studies for the Seventh year of basic education. The evaluation is focused on the objectives, the content and the methods of teaching in order to know the extent of integration and to recognize the points of strength and weakness in them.

The Research Problem :

The research problem can be formulated in the following main question:

- How can we evaluate the curriculum of social studies for the seventh basic grade in the light of the concept of integration?

This main question can be divided into the following subquestions:

- 1- What are the criteria which can be used for evaluating the curriculum of social studies for the seventh basic grade in the light of the concept of integration ?
- 2- To what extent do these criteria exist in the objectives and the content of the curriculum of social studies for the seventh basic grade ?
- 3- To what extent does the teacher of social studies give care to the concept of integration during carrying out this curriculum ?

Research Procedures :

The following procedures were followed to answer the research questions :

First :

- Defining the criteria which can be used to evaluate the curriculum of social studies for the seventh basic grade in the light of the concept of integration.

This requires following these steps ;

- 1- Reviewing the previous studies in the curricula of social studies.
- 2- Studying the nature of integration concept; its characteristics, features and procedures in the field of social studies .
- 3- Studying the nature of social studies with their characteristics and functions in the second cycle of basic education.
- 4- Studying the cognitive operations, which are related to the concept of integration, of the learners of the second cycle of basic education.
- 5- Studying the philosophy upon which the curriculum of social studies is based for the seventh grade of basic education.

- 6 - Studying the objectives of the curriculum of social studies for the seventh grade of basic education.

Second :

- (- Formulating the criterion units in the light of the results of the study which are previously mentioned. Submitting the units to jury members in the field of curriculum and social studies and reviewing its final form.

Third :

- Establishing the observation checklist in the light of the results of the study to include the aspects of integration concept which must appear in teaching the curriculum of social studies .

Fourth :

- Establishing the validity and reliability of the checklist by field application.

Fifth :

- Applying the criterion on the present objectives of the curriculum of social studies in the seventh grade and also on its content as expressed in the school textbook to be acquainted with the existence of the standard conditions previously mentioned in each of them

Sixth :

- Choosing the sample for the study among the teachers of social studies in the basic seventh grade and observing their teaching performance using observation checklist previously prepared to recognize their concern of the integration concept while teaching .

Seventh:

- Registering the results , their statistical treatment and interpretation .

Eighth :

- Summary of research, recommendations and suggestions.

The Research Results:

The results of the research were as follows:

Concerning the objectives:

- 1- The objectives of the curriculum of social studies for the seventh basic grade were formulated in a clear behavioural form
- 2- The objectives of the curriculum did not achieve the similarity of care in all the aspects around which the general objectives of the basic education in the second cycle revolved.
- 3- The objectives of the curriculum did not achieve harmony in an integrated form in all the aspects of care around which the general objectives of social studies revolved.
- 4- The cognitive, emotional, and psychomotoric objectives of the curriculum did not give good care to the levels under which they were involved in an integrated framework.
- 5- The objectives of the curriculum did not give care to the balance between the cognitive, psychomotoric and emotional aspects.
- 6- The objectives of the curriculum did not take care of the local, arabic, islamic, and national aspects in a general way .
- 7- The objectives of the curriculum involved those that contained integrated subjects closely related to the different social relationships as well as the objectives that had disintegrated subjects.
- 8- The objectives of the curriculum did not clarify the relations of time and space (temporal and spacial relationships) between society and the world around

- it in an integrated framework .
- 9- The objectives of the curriculum regarded the sides of development of the learners in the second cycle but this was not in the integrated form which ought to be
- 10- The objectives of the curriculum did not take into consideration the philosophy of basic education concerning the connection with the local environment of the learner but they observed the relation between the theoretical side and the practical one.

Concerning the Content :

- 1- The content of the curriculum adopted the subject procedure as the axis or centre around which the fields of social studies revolved .
- 2- There was no balance between the fields of social studies .
- 3- The content of the curriculum focuses the relation between the subjects of the curriculum units which means that the integration in the content of the curriculum is good .
- 4- The content of the curriculum took care of some of the learners needs.
- 5- The content of the curriculum did not participate in solving the problems of the learners .
- 6- The content of the curriculum shared in developing the trend towards the Arab and Moslem scientists efforts in the establishment of the human culture.
- 7- The content of the curriculum gave the opportunity for many practices which helped the learner to develop the scientific.

- 8- The content carefully presented moral aspects that were focused by society.
- 9- The content of the curriculum did not present help and guidance towards the recognition of some of the problems of the environment and that of society.
- 10- The content of the curriculum took care of the local, Arabic, Islamic and national aspects, but not in a balanced way.
- 11- The content of the curriculum tackled integrated subjects closely related to the different social relationships.
- 12 - The content of the curriculum presented the development aspects of the learners in the second cycle but not in an integrated framework as it ought to be.
- 13- The content of the curriculum manifested the geographical and historical relations between society and the world around it.
- 14- The content of the curriculum did not give care to the philosophy of basic education concerning the relation with the local environment in which the learner lived but it related the theoretical and the practical aspects.

Concerning the Teacher:

According to the results, the general level of the samples' performance (N = 20 teachers) according to the checklist's items was 29.4% , which means that the level of performance was very poor, i.e., the teachers of social studies the seventh basic education did not focus the concept of integration during teaching the curriculum.

Recommendations:

- 1- Working for the harmony between the objectives of the social studies curriculum for the seventh grade and the general objectives of the second