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Department of Curriculum and Instruction

**The Embedded Values within the *English for Palestine* Textbooks for
the 8th-10th Grades**

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Abstract

This research was conducted to examine the embedded values of the English language curriculum in Palestinian public schools for the academic year 2015-2016 for the 8th, 9th, and 10th grades. The two main research questions were: 1. What are the types of emphasized values in the 8th- through 10th-grade textbooks for English classes in Palestine? 2. How are those values transmitted in English classroom interactions? The researcher applied a qualitative methodology using content analysis of six textbooks, observation of four classes, and teacher interviews. The data from the textbook analyses was transcribed and coded according to Schwartz's(2012) values theory, whereas data from the observation and interviews was coded using thematic analysis. The results showed an unbalanced distribution of value domains in the *English for Palestine* textbook series, indicating that there were not consistencies in these values among learning units and grade levels. The findings also showed that the teachers of the English classes exhibited limited application and understanding of value systems. The researcher recommended revising the *English for Palestine* textbooks to include values awareness training for teachers, conducting further investigations into the retention of values education by students, and expanding current English language pedagogy to include cultural and not only technical information.

الملخص

هدفت هذه الدراسة الى التعرف على منظومة القيم التي تضمنتها كتب اللغة الإنجليزية للصفوف من الثامن وحتى العاشر في العام الدراسي 2015 / 2016. كما سعت إلى التعرف على كيفية قيام معلمي اللغة الإنجليزية بتعليم تلك القيم. وقد حاولت الدراسة الإجابة عن السؤالين التاليين:

(1) ما هي القيم التي تضمنتها كتب "الإنجليزية لأجل فلسطين" للصفوف الثامن، والتاسع، والعاشر؟

(2) كيف يقوم معلمو تلك الصفوف بتمرير القيم ذات الصلة خلال حصة اللغة الإنجليزية؟

ولأغراض هذه الدراسة، استخدمت الباحثة المنهج الكيفي وبشكل خاص أداة تحليل المضمون إضافةً إلى مشاهدة عدد من حصص تعليم اللغة الإنجليزية ومقابلة عينة مقصودة من أربعة معلمين. تم تحليل البيانات التي تم الحصول عليها من تحليل المحتوى للكتب الدراسية اعتماداً على نظرية "شوارتز" للقيم، أما البيانات التي جمعت من خلال المشاهدات الصفية والمقابلات فقد تم ترميزها وتحليلها بناءً على الأفكار الرئيسية الواردة في تلك البيانات.

أظهرت نتائج الدراسة أن القيم التي تضمنتها الكتب المستهدفة موزعة بصورة غير متوازنة، حيث لاحظت الباحثة أن بعض القيم قد تم التعمق فيها بشكل كبير في حين أن بعض القيم لم تعط أي إهتمام يذكر. فعلى سبيل المثال إشتملت الكتب على القيم الثقافية Tradition والقيم العالمية Universalism بشكل مكثف، وبالمقابل فقد كانت القيم التي تتمحور حول الطالب كالتمكن Power والإنجاز Achievement نادرة للغاية. وفيما يتعلق بكيفية تعليم القيم، فقد تبين أن المعلمين لا يولون الإهتمام الكافي لتدريس القيم في حصص اللغة الإنجليزية، كما أنهم لم يظهروا وعياً كافياً بمنظومة القيم في الكتب التي يدرسونها.

وقد أوصت الباحثة بإعادة النظر في الكتب المدرسية لتتضمن منظومة القيم بشكل أكثر توازناً، وضرورة تدريب المعلمين وتوعيتهم فيما يتعلق بالقيم التي تتضمنها كتب اللغة الإنجليزية، وتوسيع آفاق طرق تدريس اللغة الإنجليزية من قبلهم للتضمن الجوانب الثقافية بمفهومها الواسع وعدم الإقتصار فقط على الجوانب التقنية للغة.

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Chapter One: Introduction

The main focus in the following research is to shed light on the types of values that are transmitted by English language textbooks and to clarify the ways that these values are taught by teachers and students in the English classroom. Education has always been vital in transmitting values and helping people express what is important and essential in our lives. Education also has had major responsibilities towards students, providing them with fundamental academic knowledge, character, and developmental skills. Education has further been crucial in terms of helping students to obtain “a positive personal, social attitudes, and skills that will help them lead satisfying and productive lives, and to become active and effective citizens” (Battistich, 2005, P. 2). Researchers have previously directed attention to how curricula plays the main role in embedding values in education, whether explicitly or implicitly. Using a specific series of English language textbooks, this study looks more closely at the types of values being embedded in curricula.

What Are Values?

Values can be interpreted in many ways according to different views, authors, and disciplines. Values are considered to be lifestyle priorities because they lie behind all the choices we make (Chippendale, 2010). In his influential book “The Basic Human Values,” Rokeach (1973) suggested classifying values into two categories: instrumental values and terminal values. Instrumental values indicate the ideal modes of behavior, while terminal values demonstrate the aims

that an individual hopes to obtain in his or her life. These values vary from one person to another according to his or her culture. This research attempts to describe the types of values in the English classroom along with their transmission.

According to Rokeach, there are a number of distinct terminal values. These terminal values range from personal to global achievements and include world peace, national security, family security, independence, equality, self-respect, happiness, wisdom, religious salvation, close friendship or companionship, a sense of accomplishment, inner peace, prosperity, sexual and/or spiritual intimacy, artistic beauty, enjoyable leisure time, social respect or admiration, and the ability to lead an active, stimulating life.

Those terminal values are in contrast with instrumental values, which reflect personal qualities including affection, ambition, capability/competence, cheerfulness, cleanliness, courage, helpfulness, honesty, imagination, independence/self-reliance, intelligence, politeness, obedience, rationality, responsibility, and restraint/self-control. Other traits, such as being open-minded, forgiving, and loving, are also instrumental values.

When discussing values, we are addressing our principles, morals and standards. Hill (2004) has specified that values are our standard guidelines by which we make sense of and succeed in our lives. Similarly, F. Fischer (1980) stated that values are closely related in terms of their empirical and conceptual norms. He believed that both values and norms are logically connected to each

other as they serve an ideal standard in evaluating their validity. On the other hand, norms are to be considered more firm and specific.

As values are both a reflection of our priorities and the main catalysts for our behavior, we need to be aware of which values are being transmitted inside classrooms. Teachers are the main figures in the educational process, and they hold great responsibility for their students' ethical and moral development. Teachers should not act as spoon feeders of content and knowledge but should rather build on students' characters and behaviors through modeling. This research will attempt to describe the specific values that are being taught in the English classroom along with the ways these values are transmitted.

In general, each nation has had its own unique benchmarks and educational aims based on many considerations, including the students' ages, gender, linguistic level, learning needs, and educational context. Similarly, each nation has had its own values that it aims to transmit to its students. For instance, Hill (2004) noted the importance in Australian schooling of values such as caring for others, ensuring equal rights and privileges for all citizens, conducting oneself ethically, having respect for different points of view, ensuring consistency between words and deeds, resolving differences peacefully and civilly, taking responsibility for one's actions, and being understanding and tolerant of diversity within a democratic society. In a similar manner, the Palestinian Ministry of Education (2015) established general goals of teaching English for Palestine (EFP) and recommended the adoption of several specific goals.

General Goals of the *English for Palestine* Curriculum

The goals of the English for Palestine textbooks were to contribute to the intellectual development of students and enable them to use the English language for personal expression. This personal expression tends to help students communicate in an organized manner in order to maintain self-confidence and a sense of self-worth from their Palestinian, Arab/Islamic heritage. The curriculum is intended to foster understanding and develop sensitivity among students and to help them appreciate and understand their own culture, developing self-respect for their social, cultural, and family background. The use of common language is intended to enhance communicative competence, develop students' higher-order thinking skills (such as critical and creative thinking) and enable knowledge transfer between similar contexts. Additionally, the curriculum would help students to learn respect and understanding for humankind's place in the local and global environment and to be willing to approach different ideas and events with a critical but open mind. While providing an opportunity for language development, the curriculum attempts to balance students' ability to value democratic principles and defend their rights with their ability to use cooperative strategies. In encouraging students to investigate common themes in texts, the curriculum helps to draw conclusions about the needs and feelings of humans in general. Additionally, the curriculum aimed to promote thoughtful and constructive decision making in students' personal lives, local communities, and national and global settings ("General Goals of *English for Palestine*, "2015).

Moreover, according to *English for Palestine* curriculum designers in the General Administration of Curriculum (2015, p.8), the curriculum is aimed to develop students' communicative competence, cultural awareness, study and thinking skills, and values. In referring to values, the curriculum designers stated that:

The English language curriculum aims to reinforce in students the concepts of love, peace, equality, freedom, human rights, democracy, tolerance, respect for oneself and others, as well as to maintain positive attitudes toward good and virtue. Such notions appear in the English subjects, complementing and supporting them in what ultimately forms the character of the learner. In addition, the English language curriculum aims to help students to analyze, clarify, judge and acquire values of civil society in the areas of: global concern, environmental concern, social responsibility, etc.(p.13)

Schwartz (1992, 2012) has summed up the implied features of the “basic values” notion, showing that values are constructive, motivational, abstract goals that people strive to attain (and perhaps even transcend) in specific situations. Values also serve as standard criteria to guide the selection or evaluation of actions, policies, people, and events. The abstract and ordered nature of values distinguishes them from concepts like norms, attitudes, objects, or situations.

Rokeach (1973) has indicated that, just like beliefs, values contain cognitive, affective, and behavioral elements. He also noted that social behaviors are driven by a combination of concepts, values, and attitudes.

Although many empirical studies have been conducted to show the connection between values and behaviors, the majority of them have aimed to investigate particular behaviors. In general, our behavior reflects the values we find most important. People who value hedonism, for instance, are more likely act

in ways that allow them to experience enjoyable and pleasurable activities, while people who value adventure might undertake long hikes (Bardi & Schwartz, 2003).

Theoretical Framework

“Education is what remains after one has forgotten everything learned in school”

Albert Einstein”

Introduction

In order to discuss values further, this research adopted a mixture of two theoretical frameworks: Schwartz’s basic human values theory and values transformation.

Curriculum

In the International Encyclopedia of Curriculum, the subcategory titled “Definition of Curriculum” included nine different definitions and interpretations of the word “curriculum.” The authors have claimed that the definition varies depending on “how a particular author conducts his work” (Connelly & Lantz, 1991, P. 15). There is no one unified way of designing a curriculum, since it all depends on educators' specific contexts and backgrounds, but in general there exist two main types of curricula: means- ends curricula and existential-personal curricula. The first type is concerned with describing the methods used to reach a particular learning objective, while the second type is focused on the instructional materials, instruments, and textbooks used to teach the students. (Connelly & Lantz, 1991).

Though the concept of curriculum has been defined in many ways, schools or other educational agencies are usually known to hand a curriculum to students and parents at the beginning of the school year. The content of this curriculum is usually explicit to the students and other stakeholders and will describe the specific learning opportunities to be offered by the school system (Philips, 2014). For educators, questioning what is being taught in schools is crucial, because the goals of curricula often differ from what is actually being learned. In general, the three main approaches for curriculum are the formal curriculum, the informal curriculum, and the hidden curriculum. These three approaches must work interchangeably to create an effective curriculum. Through these different curricula, teachers have played a significant role in passing on values, both explicitly and implicitly (Gaikwad, 2004).

In an article titled "Curriculum as Ethics," Holmes (1991) presented ethics as the official or unofficial policy applied by figures such as teachers and parents. He argued that ethics have a significant impact on the delivery of curricula, and he gave examples of unethical conditions that can underlie school environments: teachers having sexual interaction with their students or passing judgment in public on their colleagues. Holmes (1991) likewise acknowledged that it is important to be concerned with applying curricula in schools and classroom, but he noted that many vital ethical issues unfortunately occur outside the school classroom environments where the curricula function. The subject of ethics and curricula has not yet captured much attention in literature.

Furthermore, Akker (2003) has provided a clear typology of curricula: intended, implemented and attained curricula (Table 1). It also shows the relationship between these curricula types. The typology is hierarchical, moving from the abstract teaching goals to the practical student outcomes (Handelzalts, 2009).

Table (1): Typology of Curricula Representations (Akker, 2003).

Intended	Ideal	Vision (rationale or basic philosophy underlying a curriculum)
	Format/Written	Intentions as specified in curriculum documents and / or materials
Implemented	Perceived	Curriculum as interpreted by its users (especially teachers)
	Operational	Actual process of teaching and learning (also: curriculum-in-action).
Attained	Experiential	Learning experiences as perceived by learners
	Learned	Resulting learning outcomes of learners

The Formal Curriculum

The formal curriculum focuses on the following three major features: external motivation, structured content, and firm assessment (Hung, Lee & Lim, 2012). It includes all the structured and planned educational objectives, which are to be evaluated in different ways. Formal curriculum components often consist of

mandatory internship experiences, main courses, and essential assessments to evaluate student learning (Caza & Brower, 2015).

The Informal Curriculum

The informal curriculum, on the other hand, focuses on less structured activities. The learning results may not be clearly identified, but there is usually a focus on internal motivation, discovery, exploration, and learning experiences. Student evaluation may also be less formal and include peer assessment (Hung, Lee & Lim, 2012). The activities in the informal curriculum also may not be directly related to the educational goals; for instance, teachers may use project teams but not require team development goals. In this case, there would be peer reflection and improved team building skills, but they would not be formally evaluated (Caza & Brower, 2015).

The Hidden Curriculum

Many studies in the 1970s began to argue that the knowledge offered in schools contained an additional curriculum that implied unwritten regulations, school expectations, and objectives. Rahman (2013) stated that these regulations were not included in the planned curriculum but still functioned as a main part of the learning process.

The hidden curriculum is constructed totally from the teachings of a book or from a classroom discussion. It includes authentic experiences, knowledge, and many social norms (Cubuku, 2011). It has been considered a second curriculum

and is sometimes referred to by other names such as “secret curriculum,” “stored curriculum,” and “non-written curriculum”; however, it does not supply distinctive features such as feelings, values, habits, and attitudes of the formal curriculum. This hidden curriculum has been stated to be more effective (Yuksel, 2005), since it passes different tacit messages to students about values, attitudes and principles. Through a completed evaluation, the hidden curriculum reveals unexpected and unplanned interactions between teachers’ and students’ critical pedagogies (Kentli, 2009).

Kohlberg, as cited in (Yuksel, 2005) was the first researcher to focus on the importance of hidden curriculum in moral education. He stated that hidden curriculum was just as effective as formal curriculum because it provided a certain direct ground for the moral development of students. He added that it taught students lessons about the moral environment and atmosphere advancement, as opposed to the lessons of plain textbooks.

In her article “Social Class and the Hidden Curriculum of Work,” Jean Anyon writes:

The hidden curriculum of schoolwork is tacit preparation for relating to the process of production in a particular way. Differing curricular, pedagogical, and pupil evaluation practices emphasize different cognitive and behavioral skills in each social setting and thus contribute to the development in the children of certain potential relationships to physical and symbolic capital, to authority, and to the process of work. (1980, p. 13)

The hidden curriculum has also been defined as “a set of influences that function at the level of organizational structure and culture” (Mossop, Dennick, Hammond & Robbe, 2013, P.1). The main outcome of the hidden curriculum is

closely connected to political socialization, obedience, agreement, improvement regarding authority, and learning values and cultural ethnicity (Vallance, 1991). The final outcomes supported this idea that the hidden curriculum was responsible passing values, cultural traditions, and norms.

2) Basic Human Values Theory

In this theory, ten values were stated in a circular shape. The circular structure represented the complete “patterns of relations of conflict and congruity among values postulated by the theory” (Schwartz, 2006. P.2). The closer the values were in either direction around the circle, the more identical their underlying motivations were. In other words, if a value type was supposed to positively correlate with a specific behavior, the circle’s value dimension would occupy the differences in the motivation that each value expresses. For example, openness-to-change values would motivate independence of feelings, thoughts, and actions; conservative values would motivate and emphasize self-restriction and resistance to change; self-enhancement values would motivate ambition; and self-transcendence values would motivate attention to the wellbeing of others. This model was adopted in this research to determine the existence of values in the Palestinian textbooks.

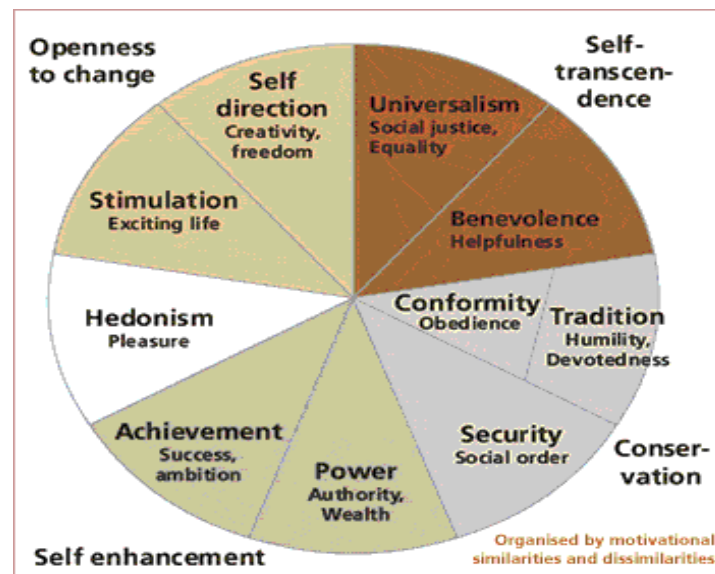


Figure (1) Theoretical Model of Relations Among Ten Motivational Types of Values. (Schwartz, 2006, p.3).

Schwartz's Theory on the Content and Structure of Values

Schwartz's has stated that human existence relies on fulfilling three primary demands: individual needs, social/interactive needs, and vital needs for human living. Schwartz has stated that "groups and individuals respect these requirements cognitively as specific values about which they communicate in order to explain, coordinate, and rationalize behavior"(Schwartz, 1996, p.122). These fundamental demands are captured from the ten motivational values, which are listed in the following table.

Table (2) Summarized Overview of Domains and Values in Schwartz's Theory

Value Type	Definition and example of values
Power	Social status and prestige, control or dominance over people and resources (social power, authority, wealth, preserving public image).
Achievement	Personal success through demonstrating competence according to social standards (successful, capable, ambitious, influential).
Hedonism	Pleasure and sensuous gratification for oneself (pleasure, enjoying life).
Stimulation	Excitement, novelty, and challenge in life (daring, a varied life, an exciting life).
Self-direction	Independent thought and action-choosing, creating, exploring (creativity, independence, freedom, curiosity, choosing own goals).
Universalism	Understanding, appreciation, tolerance, and protection of the welfare of all people and of nature (broad-minded, wisdom, social justice, equality, a world at peace, a world of beauty, unity with nature, protecting the environment).
Benevolence	Preservation and enhancement of the welfare of people with whom one is in frequent personal contact (helpful, honest, forgiving, loyal, responsible).
Tradition	Respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide (humble, accepting my portion in life, devout, respect for tradition, moderate).
Conformity	Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms (politeness, obedient, self-discipline, honoring parents and elders).
Security	Safety, harmony, and stability of society, of relationships, and of self (family security, national security, social order, clean, reciprocation of favors).

Statement of Problem

School students encounter different cultural norms on a daily basis, and one crucial component of cultural norms is values. A culture's values are usually transmitted via important societal institutions (Rokeach, 1973). It has been important to shed light on the type of values taught to students specifically in the Palestinian English class, because English as a Foreign Language (EFL) has had a special importance in the Palestinian context and has been taught in the Palestinian schools from Grades (1-12). Implicitly, the culture, beliefs, and particular community of an individual plays a major part in that individual's learning of a language (Dweikat, 2011). Dweikat added: "As we learn a second language, we learn a second way of exploring the world (2011, P. 564). Given the Palestinian context, then, it has been of great interest to explore the pattern of interactions that have occurred in English language classrooms. Students have faced many encounters in school that have shaped their own identities and attitudes, whether through curricular goals or one-on-one interaction with the teachers. The awareness of basic values in the Palestinian educational systems has occurred in a unique context where students were unable to have an ordinary normal school day like any other student.

Research Questions

This study attempts to answer the following questions:

1. What are the types of emphasized values in the *English for Palestine* textbooks for eighth to tenth graders?

2. How are those values transmitted in English classroom interactions?

Purpose of the Study

From a Palestinian educator's perspective, it has been of great interest to increase the deep understanding of how our education system has worked on the type of "values" offered. Whether directly or indirectly, values are taught every day in the English class. As a student, I have experienced the American and Palestinian educational systems. In the United States, teachers and school administrations offer opportunities like after-school tutoring, art classes, and talent shows with the understanding that these teachers and administrations are passing on different values to students. According to Bandura (1977), individuals have tended to learn behaviors through observing others of higher status. Rokeach (1973, P.7) has indicated that "values, like all beliefs, have cognitive, affective and behavioral components"

In our case, we have looked up to teachers as our great role models. The main focus of the study is to explore the embedded values within a sample of the *EFP* textbooks.

Significance of the Study

The following investigation aims to increase the importance of school values that are passed on to our children through the *EFP* textbooks. Educational institutions "have always been in the business of transmitting knowledge from one generation to the next and of shaping certain value in certain direction" (Rokeach,

1973, P.335). Furthermore, because English has been taught in Palestinian universities, both in compulsory courses and in elective courses, it has been worthwhile to investigate and analyze the content and orientation of English education values in the following textbooks. Much research has therefore already been conducted on the importance of values, but little has been done to investigate what kind of value patterns have been carried out through nonverbal interaction. In Palestine, English has been taught as content matter only, and attention has not been paid to the way that teaching English also transmits values and behaviors. Therefore, the current research examines English teachers' awareness of values and values transmission.

Definitions of Terms

In discussing the terms and concepts used in this research, the following concepts have been adopted:

- **Values:** Values are “mental constructs about the worth or importance of people, concepts, activities or things. They provide us with a deep sense of meaning and purpose in our daily lives as expressed through our thoughts, emotions and actions” (Chippendale, 2010, p.4).
- **Content Analysis:** is inherent to communication research and is considered one of the most significant researches in social science (Krippendorff, 1989).
- **Curriculum:** In Palestine the concept of curriculum is used to refer to school textbooks. I am using the two concepts interchangeably.

Chapter Two: Literature Review

2.1 Introduction

This enquiry has specifically examined the values taught in public schools' English classes and determined teachers' awareness of such values. This chapter noted many studies that only discussed values in education more specifically in English textbooks, not in other subject matters.

The following literature review discussion will be divided into two categories:

- Studies that specifically evaluate the *English for Palestine* textbooks
- Studies that evaluate standard values and education values in other countries' curricula

2.2 Existing Palestinian Studies of the *English for Palestine* Textbooks

As the core of this research is to examine in depth the type of values implied in the *EFP* textbooks, it is significant to first review various existing studies of these textbooks. Undertaken at the national or regional level, these studies have each focused on a different aspect of the *English for Palestine* series. Despite examining different aspects of the books, the following eight empirical studies correlate strongly in their use of content analysis methodologies (Abbas, 2011; Hamdona, 2009 and Dweikat, 2011).

While these studies also differed in their target aims, many of them shared the same targeted sample grade. For instance, Dweikat (2011), Mahmoud (2009), Al Najar (2012), and Al mazloun (2007) all discussed the tenth grade textbook.

Although the studies overall analyzed the sixth, eighth, tenth, eleventh, and twelfth grades in detail, they did not pay much attention to the first through fifth grades, seventh grade, or ninth grade.

The studies overall considered the textbooks to be an effective tool to teach English as a foreign language. The studies typically provided a content analysis of the exercises and activities of both the student book and the workbook for the tenth grade. These content analyses revealed that the exercises met the objectives of the textbooks regarding the development of language skills. Moreover, the analyses revealed that the exercises and activities supported critical thinking and classroom communicative connection. The studies further revealed that the teachers' attitude toward the exercises tended to be positive, while the students' reactions were more modest and reserved (Dweikat 2011).

Mahmoud (2009) carried out a study to evaluate the efficiency and readiness of the tenth grade book fundamentals in Nablus district. The researcher adopted two instruments: a 52 item questionnaire to help collect data about the appropriateness of ineligible textbooks and a checklist with characteristics by which to judge qualified textbooks. These questionnaires were distributed among 50 female and male English tenth grade instructors from Nablus district. The results of the study showed that these textbooks were suitable and appropriate and could be used in private and governmental schools.

Phonology was also taken into consideration in some studies' analyses of the *EFP* textbooks. In her study, Al Najjar (2012) evaluated phonemic teaching content in the tenth grade *EFP* textbook EFL and related it to teacher competency

in terms of current instructional perspective in pronunciation pedagogy. The researcher used a content analysis card to examine target pronunciation content in the student and teacher books and an observation card to examine the competency level of twelve tenth-grade Palestinian teachers. Findings revealed that the content of phonetic teaching of *English for Palestine 10* failed to meet current standards of pronunciation pedagogy. Moreover, the tenth-grade teachers were inadequately skilled with the suggested pronunciation standards. The researcher recommended an equipping pre-service and in-service English Language Teaching with pronunciation training course.

Almazloun (2007) examined the content of the tenth-grade *EFP* textbook taught in the Gaza Strip and the West Bank area. Since 2004-2005, the standards of foreign language education have led to a strenuous and difficult learning language process. The main goal of this study was to define the standards for foreign language learning and to examine if the implemented syllabi met the modern requirements of the Ministry of Education. Calling upon the interpretations of twelve other experts, the researcher developed an analysis card to review different activities within the tenth-grade textbook and to see how frequently educational standards. Findings were varied: Communications standards were met most frequently, while community and culture standards were least frequent.

It is also worthwhile to mention other research about the *EFP* textbook series. This research examined, for example, how well the books taught cultural and intercultural values (Abbas, 2011), life skills for the sixth grade (Hamdona,

2007), and second-language standards for the eighth grade (Al Faqawi, 2010). In one particularly relevant study, Abu Ashiba (2010) analyzed the contained values of the twelfth-grade textbook. Each study revealed that the *English for Palestine* textbooks were inconsistent, achieving largely varied successes in each pedagogical area.

Abbas (2011) proposed to closely examine the cultural and intercultural dimensions of the *EFP* books' new English syllabus. The study attempted to explore how various cultural dimensions in the syllabus were transferred and demonstrated. In contrast with the previous study sample, Abbas concentrated specifically on textbooks for the eleventh and twelfth grades. The study employed a descriptive and an analytical method. The study revealed that the textbooks contained rich and interrelated cultural dimensions, though they only succeeded in examining intercultural issues to a reasonable extent.

In his descriptive analytic study, Hamdona (2007) identified the implicit life skills in the content of the sixth-grade *English for Palestine* textbook around the West Bank and Gaza Strip. The aim of the study was to investigate whether the content of the targeted textbook significantly engaged students in life and helped them to become active members in their societies. The researcher modified an international model for classifying life skills, identifying five main skill domains: communication, personal/social skills, leadership, problem solving/decision making, and critical thinking. Like the others, this researcher developed a content analysis card to collect relevant data. In this case, the data included a survey that analyzed the textbooks' activities to see which promoted

the five main skill domains. According to the results of the data, there were differences in the frequencies of each of the five main types of skills. The appearance of the five main domains was ranked: Communication came in first place, personal/social skills came in second place, leadership came in third, problem solving/decision making came in fourth, and critical thinking came in last.

Al Faqawi (2010) examined the eighth-grade *EFP* textbook, which was completed for Palestinian students in the 2006-2007 school year and which adhered to international standards proposed by the National Council of Teachers of English (NCTE). The main goal of this study was to investigate whether the eighth-grade textbook met the standards for teaching a second language and to discover the strong and weak areas of the textbook. The researcher developed a questionnaire in order to score the textbook's efficacy in teaching the major skills of language learning (reading, writing, listening, and speaking). The results of this study revealed that English reading skills came in first with a score of 65.50%; listening and speaking skills came in second with a score of 52.90%; and writing skills came in last with a score of 45.37%.

Abu Shiba (2010) presented an analysis of the incorporated values in the twelfth-grade *English for Palestine* book. The main goal of the study was to investigate the existence of values in the textbook. The researcher classified values based on international models, establishing seven major domains: theoretical, aesthetic, social, political, religious, patriotic, and culture. The results of the study showed differences in frequency in each domain, with cultural values

ranking the highest at 20.8% and religious and political values ranking the lowest with just 4.3%.

We can therefore conclude that, although these studies differed in aim and focus, most agreed that the *EFP* textbooks had varying strengths. The studies also tended to agree that the textbooks were rich in cultural aspects (Abbas, 2011), appropriate and suitable (Mahmoud, 2009), and successful at meeting their prescribed objectives (Dweikat, 2011).

2.3 Foreign Studies Discussing Values Education

Beyond the studies discussing Palestine and the *EFP* textbooks, many foreign studies have been conducted on values education (Merey, Kus and Karatekin, 2012) & (Dilmac, Kulaksizoglu and Eksl, 2007). One of these studies investigated the values education in Turkish elementary music textbooks. This study employed a document analysis method to define 29 different values contained within educational songs. Main findings revealed that the music classes were appropriate to teach values of respect, love, kindness, morality, friendship, self-esteem, cooperation, solidarity, cleanliness, diligence, responsibility, peace, tolerance, sensibility, sharing, patriotism, honorableness, loyalty, and collaboration. However, the same classes did not mention the values of honesty, hospitality, compassion, fairness, grace, patience, prudence, sincerity, and generosity (Yalcinkaya, 2015).

The next Turkish study also targeted elementary school samples in investigating values. The Sari & Doganay (2009) case study evaluated the effect

of hidden curriculum on the “respect of human dignity,” which was considered one of the essential democratic values within two elementary schools. The study used two instruments to collect data: observations and interviews from teachers and students. Findings indicated that the hidden curriculum in each school failed to include suitable features for democratic values, especially in the school whose students exhibited low quality of life. In addition, this latter school appeared to express more misbehavior around the issue of respect for human dignity.

A third Turkish study investigated cultural assumptions around the identities and genders of heroes and role models as transmitted in social studies textbooks. The data denoted that 97.4% of heroes found in the social studies textbooks were male and 2.6% were female. As an even greater extreme, 100% of the heroes favored by prospective teachers were male. Furthermore, the study determined that Atatürk was the most frequently used historical role model in the following textbooks, while prospective teachers’ preferred both Atatürk and religious heroes as role models. The study overall provided an improved understanding of the value preferences (both official and unofficial) of the Turkish educational system (Yazici & Aslan, 2011).

Another study was carried out in Tallinn, Estonia, to determine what values Tallinn University promoted among students, teachers, parents, and school directors in 2004 and what changes were noted by students in 2006. According to the researcher’s questionnaires, which were analyzed using a quantitative approach, the different groups placed different emphasis on various values. For example, students and parents viewed academic success as the most important

value at school, while teachers ranked it as third or fourth most important and school directors ranked it as eighth most important. On the other hand, both teachers and school directors ranked security as the most important value at school. Similarly, the second most important value at school varied widely between the groups; it was honesty for teachers and school directors, politeness for students, and discipline for parents. While teachers and school directors highly valued students' health, parents and students themselves concluded that health was not valuable. Significantly, the study found that values such as caring, tolerance, and helpfulness came in last place in importance, as did the joy of school for both parents and students (Veisson, 2009).

Similarity, a Chinese study by Liu (2005) analyzed the discourse of cultural values and beliefs in Chinese language textbooks. An analysis of story grammar was conducted in order to evaluate how values discourses were applied and to discover ideologies that were implemented through the subsequent course books. The analysis also investigated how these "story grammar and textual tools" affected the construction of cultural values and beliefs for the students. The study concluded that the textbooks' discourses were parallel to those constructed discourses that implied the government's concern in cultural elite but not to discourses that safeguarded the interest of the child's curiosity and critical thinking.

Beyond these five studies are several studies that investigated values transmission specifically in other countries' English textbooks (Dweikat &

Shbeitah, 2013), Chinese language textbooks (Liu, 2015) and social studies textbooks (Ersoy & Sahin, 2012).

Dweikat & Shbeitah (2013) examined the cultural values in the *North Star* textbook (which he directed) in Al-Najah University as an obligatory and compulsory course. An appraised content analysis (unit analysis) was used to analyze the frequency of developmental cultural values. The study revealed an immense rate and progression of cultural values in several diverse units, subordinate on the complementary unit theme proposition. Clerical religious values ranked at the lowest minimum, whereas the social familiar value ranked at the maximum. The study additionally noted that the *North Star* textbooks had a major intermediary interior on frequent prevalent values of a foreign external cultures perception.

Ersoy & Sahin (2012) studied the activities in new sixth- and seventh-grade social studies textbooks that underlie values education approaches. The researchers established a “Schedule of Event Criteria” in order to scrutinize these activities. Central outcomes of the study showed that, despite the suggested values education approaches that were clearly used in teachers’ pre-training for the activities, there was in practice an absence of value clarification, moral reasoning, and observable behavior modeling.

Thompson (2009) investigated the validity of Kahle’s List of Values, which was based on a social adaptation theory and included nine American values: security, self-respect, warm relationships with others, self-fulfillment, sense of accomplishment, being respected, sense of belonging, excitement, and

sense enjoyment. The researcher's qualitative study particularly examined the values of security, self-fulfillment, and respect. The study employed a "diary interview" method in which 14 undergraduate students from Midwestern University had to define each value subjectively. These definitions were then analyzed by content analysis methodology. In its results, the study revealed major variation for each value definition. None of the values' definitions could be considered definitive. The researcher concluded that lacking awareness of individual values could lead to invalid measures of values (Thompson, 2009).

Lastly, other studies tried to examine the importance of teaching values to children by questioning school staff directly. In their work, Ulavere & Vession (2015) aimed to answer two main questions: 1) Which values did principals, teachers, and parents consider important to teach to children in preschool child care institutions? 2) What activities involving values education were implemented in preschool child care institutions according to principals, teachers, and parents? The researchers' method was a two-part questionnaire, the first part involving the Estonian version of Schwartz Portrait Values Questionnaire (Schwartz et al, 2012) and the second part involving a semi-structured set of questions about values education activities in the preschool childcare institution. The outcome of this study showed that different groups of adults wanted different values to be imparted to the students. To principals, a sense of humor, pride, and inventiveness were most important; to teachers, patience was crucial. To parents, it was most important to impart trust, commitment, and confidence.

In conclusion, various foreign studies have been conducted to examine values transmission in textbooks (Yalcinkaya, 2015; Dweikat & Shbeitah, 2013; Ersoy & Sahin, 2012; Liu 2005; Yazici & Aslan, 2011). From these studies, it can be concluded that content analysis has been used widely by many researchers to examine different aspects of textbooks (Seah & Bishop, 2000), (Dweikat & Shbeitah, 2013) and (Abu Ashiba, 2010). It can also be concluded that, as with the Palestinian studies, foreign researchers' studies of values education revealed varying emphases on individual values.

The earlier studies showed that an analysis of *EFP* textbooks was not inherently innovative and that eight local researchers had already analyzed these books for different purposes. To reiterate, most of those eight studies investigated whether and to what extent the textbooks met certain standards for language learning or values transmission. Some also focused on the attitudes of teachers and students towards the appropriateness and effectiveness of the textbook's exercises, activities, and values.

However, none of the previously mentioned studies about the *EFP* textbooks justified their chosen sample of grade level(s). This researcher believed it was worthwhile to do so, and the eight studies' failure to explain the reason behind the chosen sample (Al Faqawi, 2010), (Dweikat, 2011) and (Almazloum, 2007) has left the researcher questioning the random choice of grade levels.

Moreover, despite the eight Palestinian studies that dealt with values and cultural dimensions in the *English for Palestine* series, this researcher noticed the marked absence of important scholarly figures such as Rokeach (1977) and

Schwartz (1992, 2012) in the studies' discussions of values. For example, some of the Palestinian studies did not point out the famous Schwartz Human Value Theory (Abu Ashiba, 2010), (Abbas, 2011) and (Dweikat, 2011). Similarly, some of the studies neglected to discuss the ten motivational values, while almost every other general study by a foreign researcher had mentioned this well-known method (Tevrüza, Turgut & Çinkob, 2015) and (Hopman, Winter, & Koops, 2014).

Thus, this literature review demonstrated that examining the role of culture in TEFL was not a new approach. However, to the best of this researcher's knowledge, this present study is the first in Palestine to identify the type of values that were presented in eighth- to tenth-grade English language textbooks and to analyze the way these values were transferred from teachers to students. The following research thus intends to fill a gap in the existing literature.

Chapter Three: Methodology

Introduction

The main purpose of this investigation was to analyze the values embedded in the English language curriculum in Palestinian public schools for the academic year 2015-2016 for the eighth through tenth grades. This qualitative descriptive analysis was undertaken by observing four teaching classes, interviewing the class teachers, and analyzing closely six English textbooks. The previous chapter has attempted to engage many existing studies related to the research problem. This chapter will give a detailed description of the context of the study; its participants, instruments, and procedures; and its data analysis techniques.

Participants

The curriculum under analysis was presented in the English language textbooks used in four Palestinian public schools for the eighth through tenth grades. These particular grades were chosen because they are important developmentally: This is around the age when students begin to establish an awareness of their values, personalities, and beliefs about what constitutes a worthy and acceptable person. English teachers of the eighth through tenth grades were also included as participants in the study. The style of analysis, content analysis, was chosen because researchers generally regard it as a suitable and flexible method for analyzing textbook data (Cavanagh, 1997; Silverman, 2011).

Of the four English teachers interviewed for this study, three were female and one was male. All four held Bachelor's (BA) degrees, and two more held Master's (MA) degrees as well. In terms of teaching experience, one had fewer than five years, one had five to ten years, and two had more than ten years.

Table 3: English Teacher Demographics

Total number	Male	Female	Teaching experience			Holders of Bachelor's degrees (BA)	Holders of Master's degrees (MA)
			Fewer than 5 yrs	5 to 10 yrs	More than 10 yrs		
4	1	3	1	1	2	2	2

Instruments and Procedure

The main research methods that were employed for the collection of the data in conducting the research were content analysis, classroom observation, and teacher interviews.

1) English Textbooks

Content analysis was used to answer the first research question: What are the embedded values of the *English for Palestine* textbooks? A more detailed discussion of this analysis will be presented in the "Analysis" section of this chapter.

2. Classroom Observations

A discourse analysis method was used to answer the second research question: How were values transmitted to students in the English language

classroom? This study analyzed the discourse that occurred during the teaching and learning of a foreign language in the classroom. Other studies have noted that “classroom discourse has been one of the heated topics in classroom research and L2 (second language) acquisition” (Xin, Luzheng, & Biru, 2011, P.1). This idea of “classroom discourse” referred to the language communication that either teachers or students have used in the classroom.

In this analysis, the classroom teaching of one unit of each English textbook was observed and videotaped. Units were chosen based on their rich values content. A whole unit required twelve classes, and the first five classes were observed and taped by a video camera. The researcher observed the first two schools at the same time (the ninth grade’s “Unit 8”). These observations led to additional insights about how values were or were not applied through classroom interaction (Yin, 2003). Direct observation was used in these real-world case studies (Yin, 2014). The researcher also transcribed information from the individual classes being observed, including notes on teacher expressions and behavior of teachers. Transcriptions of all classroom observations can be found in (Appendix 3, P.151).

3. Interviews

The purpose of the interviews was to discover the correlation between the actual teaching of values and the inner belief and value awareness of teachers. Semi-structured questions were planned for the interview, as this type of question allowed interviewees to respond freely and captured more details about the

teachers' degree of awareness of values. In general, interviews are considered to be the most crucial source of evidence in this type of case study and are considered to be the pillar of qualitative research in data collection (Yin, 2014).

Four English teachers from four different governmental public secondary schools were interviewed individually on different days after their classes had been observed. The study was conducted during the first three months of the second semester of the 2015-2016 school year, beginning in the first week in March and lasting until the first week of May. All interviews lasted from 15 to 20 minutes. The overall process of fieldwork and data collection lasted for about two months.

In their interview, the four teachers were asked the same basic questions in the same order, with follow-up inquiries used for clarification. The researcher used both audio and video recording in capturing the interviews. Audio recording allowed for precise data that could be revisited many times in analysis, and additional note taking helped the research perceive other data to complement the interview transcripts later (Baden & Major, 2013). Each interview recording was fully transcribed in detail according to the interviewees' answers. (See appendix 4, P.159.)

Data Analysis

1) Analysis of Textbooks (Content Analysis)

Content analysis has been widely used as a qualitative research technique and was used to answer the first research question: What are the embedded values of the *English for Palestine* textbooks? The well-established theory of Schwartz (1992) on the content and structure of values functioned as a code system for the content analysis method. Analyzing values in an empirical way would (a) be an achievable method for performing content analysis of textbooks and (b) would serve as a strategy for data analysis (Hopman, Winter & Koops, 2014).

In order to conduct this English textbook analysis, the researcher examined the values in individual sentences and text fragments in the books' various units. The essential assumption was that the more the value was important, the more frequently it would be referred to in a text (Rokeach, 1973). In general, there was also a particular focus on sentences that referred to a desired goal of any kind. When sentences stated that "you should..." or "it is important that...", that was considered a hint that a certain required value was being expressed a certain required value (Hopman, Winter & Koops, 2014).

One benefit of content analysis was that it provided categories to help in counting the frequencies of a certain item in a text (Silverman, 2011). This textbook analysis found three main categories in which values could be transmitted: passages, pictures, and activities. These three main categories were examined in detail to detect values in the text, both explicit and implicit. The three categories also helped in counting the frequencies of each value item and

“establishing a set of categories to count the set of instance that fall into each category” (Silverman, 2011, P.64).

For instance, an excerpt from the tenth grade *English for Palestine* textbook B gave an example of an explicit value that was presented in the “Healthy Eating – Healthy Body” Unit:

“American teenagers seem healthy enough, but, in fact, many are not. For example, the numbers who do sports or other energetic activities are falling. Even more importantly, more and younger Americans do not eat well. This is a problem. And a large part of the problem is junk food” (Manassra et al., 2015).

Another exercise presented a similar emphasis on health in its text: “Your body needs calcium so that it will grow strong bones,” “Your body needs vitamins in order to work well and to grow,” and “When people do not have breakfast, how do they often make things worse?” (Manassra et al., 2015).

Thus it was observed that “students’ health” was considered a value. An example was made of unhealthy teenagers in the United States to ensure a healthy nutritional diet.

Content Survey and Analysis for Grades 8, 9 and 10 Textbooks

There were five units in the six textbooks that talked directly about Palestine. These units were Unit Two in Grade 8A, “A Taste of Palestinian Culture”; Unit Ten in Grade 8B, “Back Home in Palestine” and “A Palestinian Wedding”; Unit One in Grade 9A, “Getting to Palestine”; and Unit Six,

“Palestinian Success Stories,” and Unit Seven, “Palestine: Holy Land to the World,” in Grade 10B.

Furthermore, the textbook presented many global issues pertaining to Islamic and Arab cultures. For example, page 60 in Grade 10A, “Dangerous Weather,” talked about weather disasters, a worldwide issue. Meanwhile, Grade 9B’s unit 10, “Wildlife is in Danger,” increased students’ knowledge about a serious ecological problem.

Other units, such as Grade 8A’s “Living Modern Communication,” presented similarly useful topics, drawing students’ attention to communication and technology and, indirectly, the value of universalism. Elsewhere, Unit 9 of Grade 9B introduced the value of volunteer work, drawing the attention of students to the spirit of helping others.

The images used in the textbooks represented many cultural values within the curriculum. For example, the cover of the Grade 9 textbook showed the image of Jerusalem, the old city, while the Grade 10 cover picture portrayed the Al-Aqsa Mosque. Another example is the inclusion of an image of a hijab, which provided a cultural and religious figure. In general, cultural images introduced throughout the *EFP* textbooks are significant in the learning process because visual portrayals of values are vivid to learners. They carry explicit as well as implicit signals and are easy to comprehend quickly.

Regarding the names used in these textbooks, many units featured characters with Arabic names such as Ali, Adnan, and Hadeel. Palestinian cities such as Nablues and Jericho and Arab countries such as Morocco and Egypt were

presented as Arab world locations. The use of these names showed a concern with Palestinian issues which gave these textbooks many cultural dimensions and connected closely with students' identity.

The literature excerpts used in the Grade 10A and 10B textbooks introduced many values as well. The excerpt in question was the classic Jules Verne novel *Around the World in Eighty Days*. In the textbooks, the novel was divided into twelve parts. Analysis of these excerpts revealed many implicit values: freedom, which is significant to the Palestinian students in seeking to their own country's freedom; power, in the form of the wealthy character Mr. Fogg and an analysis of money's role in achieving goals; and stimulation, through the story of a character who was encouraged to obtain his goals despite challenges. In addition, the novel taught the value of self-direction by creating curiosity and motivation in the students to keep reading and find out the ending. Thus these topics present values that are in accordance with many of Schwartz's motivational values.

Relating to curriculum aims in the value domain according to the *English for Palestine* curriculum designers (2015), most of these values were contained in Rokeach (1973) and had terminal classifications such as peace, equality, freedom, global concerns, environmental concerns, and social responsibility.

The content of these textbooks proved to contain versions of Schwartz's ten motivational values but in different ranks, with universalism and tradition as the highest scores; self-direction, conformity, security, benevolence, and hedonism in between; and achievement, power, and stimulation as the lowest

scores. In the researcher's interpretation, this hints that these books elevate the correlation positively with self-transcendence and conservation as first place and openness to change as second place, and a negative correlation with self-enhancement.

Pertaining to the theoretical framework, textbooks are an example of personal curriculum instruments. This type of curriculum produces a superiority between what the students are being taught and the material of the tools being used in teaching (Connelly & Lantz, 1991). Presenting values in textbooks relies on this type of curriculum, which provides diverse types of learning activities to reach certain educational standards (Philips, 2014). In the *EFP* textbooks, the learning activities successfully conveyed the values. These textbooks refer to the intended (Format/Written) curriculum while transferring the implied values is the job of the Implemented (perceived/operational); where the teachers are the main activist agents to this roll. Furthermore, the hidden curriculum, which is defined as an extended curriculum, sets unwritten regulations (Rahman, 2013). Through this particular type of curriculum, values, attitudes, and principles are conveyed implicitly to students (Kentli, 2009).

Table (4): Types of Motivational Values and Their Associated Goals and Definitions

Universal requirements of human existence	Value Type	Code	Definition of values
Individual needs	Universalism	UN	Understanding, appreciation, tolerance, and protection of the welfare of all people and of nature (broad-minded, wisdom, social justice, equality, a world at peace, a world of beauty, unity with nature, protecting the environment).
	Benevolence	BE	Preservation and enhancement of the welfare of people with whom one is in frequent personal contact (helpful, honest, forgiving, loyal, responsible).
Social Interaction	Tradition	TR	Respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide (humble, accepting my portion in life, devout, respect for tradition, moderate).
	Conformity	CO	Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms (politeness, obedient, self-discipline, honoring parents and elders).

	Security	SE	Safety, harmony, and stability of society, of relationships, and of self (family security, national security, social order, clean, reciprocation of favors).
	Power	PO	Social status and prestige, control or dominance over people and resources (social power, authority, wealth, preserving public image).
Survival Interaction	Achievement	ACH	Personal success through demonstrating competence according to social standards (successful, capable, ambitious, influential).
	Hedonism	HE	Pleasure and sensuous gratification for oneself (pleasure, enjoying life).
	Stimulation	ST	Excitement, novelty, and challenge in life (daring, a varied life, an exciting life).
	Self- direction	SD	Independent thought and action-choosing, creating, exploring (creativity, independence, freedom, curiosity, choosing own goals).

The process of content analysis also included an examination of the basic elements in each textbook, e.g. unit title and the different categories where values appeared (passage, picture, and activity). The sum values in each unit were calculated separately, and each grade's textbook ended with two tables, one for each semester. The following is an example of the blank table designed by the

researcher to aid in the textbook analysis. (Tables with the data itself can be found in the appendix 1, P.73.)

2) Analysis of Classroom Observations

After the classroom observations were conducted, the gathered data from the transcriptions were categorized according to Baden and Major (2013) with indicators that were placed and coded (open coding) with the numbers of each teacher referring to each category. The two main categories aimed to test the awareness of values and inner beliefs surrounding value teaching. The following example will illustrate the coding: The two teachers who elaborated on the idea of “voluntary work” in the lesson “Reaching out to Others” were coded under the category (awareness of value teaching). Establishing the two main categories and codes enabled the researcher to convert large amounts of data into specific areas of comparison, such as distinguishing between expert and novice teachers.

3) Analysis of Teachers’ Interviews

After each interview was conducted, it was examined to determine whether the teacher showed awareness of values. For example, in analyzing the first question in the teachers’ interviews — “As an English teacher, do you think that teaching English should include values?” — the answers of the teachers fell into two categories, agree or disagree. These answers, when coupled with the class observations, showed the amount of correlation between the actual teaching of values and the teachers’ inner beliefs and awareness about values. As with the

class observations, codes and indicators were established to categorize main themes in these interviews.

Reliability and Validity

The interview questions were established by the researcher. They were later shared with the research supervisor, and changes were made accordingly.

To test reliability, two colleagues were chosen carefully for their extensive teaching experience and their awareness of value transmission. These colleagues were each asked to analyze a unit in two different grades' textbooks.

The first colleague was a teacher with ten years of experience and two years of experience specifically teaching the tenth grade *English for Palestine* book. The researcher explained precisely the details needed in the analysis and provided her with many examples to ensure her full understanding of the analysis technique. Using Equation 1 below, the researcher then calculated the internal reliability ratio for the teacher's analysis. Initially, this first teacher scored 72% (see Round 1 in the table below). After reviewing the analysis and discovering that some points were missing, a further analysis was made for a different grade and unit, and this time the teacher scored 86% (see Round 2).

The second colleague was a teacher with 16 years of teaching experience. The researcher and the second colleague both shared an American background, a similarity that helped to provide better mutual comprehension of the examples in the textbooks. This second teacher's unit analysis was recorded as 87% (see

Round 3). Both colleagues decided which fragments in the texts should be labeled as a value. The overall average internal reliability score was 81%.

Equation 1

Reliability (R) was calculated using the following equation:

$R = (P_o - P_c / 1 - P_c) \times 100\%$, where:

P_o = the observed consistency percentage

and

P_c = the chance probability

Reliability	
Round 1	72%
Round 2	86%
Round 3	87%
Average	81%

Ethical Considerations

The researcher followed the regulations of Birzeit University. A formal permission letter was acquired from the Ministry of Education before entering any public school. The safety of the observed students and interviewed teachers was a main priority of the researcher. All teachers agreed to participate in the research; however, in order to gain a fully reliable picture of the transmission of values in

English classes, they were not informed of the main aim of the study. Confidentiality issues were also taken into consideration by protecting the class observation data and informing the participants of their right to freely participate or withdraw.

Summary

In this chapter, the methodology of the research has been presented with detailed descriptions and reference to relevant studies. The three main methods used in the study were content analysis, classroom observation, and teacher interviews. The first method helped to answer the first research question: What are the embedded values of the *English for Palestine* textbooks? Meanwhile, the latter two methods aimed to answer the second question: How were values transmitted to students in the English language classroom?

Chapter Four: Results and Discussion

4.1 Introduction

Many branches of social science have dealt with values in recent years. The primary objective of this study was to determine the extent of values transmission in the *EFP* textbooks and English classroom environments. This chapter will clarify the presence of these values in the textbooks and classrooms and will be divided into two sections. The first section will attempt to answer the first research question: What are the types of emphasized values in the *English for Palestine* textbook series for the eighth through tenth grades? The second section will reveal the data that answers the second research question: How are those values transmitted in English classroom interactions?

4.2 Results of Research Question One: Emphasized Values in the *English for Palestine* Textbooks

Results in the following tables were achieved through the content analysis method. They reveal the distribution of different value categories in each textbook for the eighth through tenth grades.

Table (5): Values Distribution in the Grade 8A Textbook

Values	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Sum
Power (PO)	0	0	0	0	0	0	0
Achievement (ACH)	4	1	0	0	1	0	6
Hedonism (HE)	9	3	6	2	3	1	24
Stimulation (ST)	0	0	1	4	3	0	8
Self-Direction (SD)	8	5	13	10	6	5	47
Universalism (UN)	25	11	12	3	3	9	63
Benevolence (BE)	3	0	7	8	1	10	29
Tradition (TR)	30	33	16	11	15	8	113
Conformity (CO)	8	1	5	1	2	2	19
Security (SE)	1	0	3	2	2	2	10
							319

Table 5 thus reveals that the curriculum designers focused most on tradition (TR) with a ratio of 35% (the number of the specific value compared to the total number of values), whereas some values (i.e. power, achievement, stimulation and security) were not targeted at all. The total number of values presented in the Grade 8A textbook was 319.

Table (6): Values Distribution in the Grade 8B Textbook

Values	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Sum
(PO)	0	0	0	0	0	1	1
(ACH)	0	0	1	1	1	6	9
(HE)	4	1	5	7	0	0	17
(ST)	1	0	1	3	0	3	8
(SD)	1	5	3	5	4	9	27
(UN)	11	10	5	15	21	10	72
(BE)	3	2	2	4	0	3	14
(TR)	16	12	29	18	14	12	101
(CO)	4	5	1	9	7	2	28
(SE)	5	1	2	2	0	1	11
							288

Table 6 shows that the Grade 8B textbook contained a total of 288 values. It also proves that the value of tradition (TR) was still the most frequent at 35%. The value of universalism (UN) was also prevalent in the textbook, ranking

second with a 25% ratio. The lowest frequency values were power (PO), achievement (ACH), stimulation (ST), and security (SE).

Table (7): Values Distribution in the Grade 9A Textbook

Values	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Sum
(PO)	0	0	0	4	0	0	4
(ACH)	3	5	1	7	4	5	25
(HE)	3	5	6	3	2	1	20
(ST)	3	1	2	0	1	0	7
(SD)	7	6	6	7	3	5	34
(UN)	6	2	13	10	5	3	39
(BE)	3	6	3	2	0	0	14
(TR)	31	20	6	25	20	19	121
(CO)	9	10	3	1	6	1	30
(SE)	0	7	7	3	4	1	22
							316

Table 7 demonstrates that tradition (TR) again was the most frequent value(38%), while values such as power (PO) and stimulation (ST) were less common. Furthermore, we can see a significant decrease in the prevalence of the universalism (UN) value. In total, the Grade 9A textbook had 316 values.

Table (8): Values Distribution in the Grade 9B Textbook

Values	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Sum
(PO)	1	0	1	0	0	0	2
(ACH)	2	1	2	0	0	2	7
(HE)	8	9	3	2	3	4	29
(ST)	2	0	1	0	0	3	6
(SD)	12	3	7	7	2	1	32
(UN)	7	13	18	16	18	10	82
(BE)	19	22	4	4	9	4	62
(TR)	3	26	7	15	15	32	98
(CO)	5	3	3	4	3	7	25
(SE)	17	3	11	7	4	4	46
							389

Table 8 demonstrates another significant change: a rise in the values of universalism (UN), security (SE), and benevolence (BE). However, tradition (TR) was still the most common value in the Grade 9B textbook. In total, this text had 389 values.

Table (9): Values Distribution in the Grade 10A Textbook

Values	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Sum
(PO)	1	1	1	1	0	0	4
(ACH)	2	6	4	4	1	6	23
(HE)	8	9	7	4	1	2	31
(ST)	2	5	1	2	0	1	11
(SD)	10	3	13	5	3	9	48
(UN)	26	25	29	14	12	22	128
(BE)	1	4	4	3	0	2	14
(TR)	32	8	6	7	8	22	83
(CO)	15	2	13	4	5	3	40
(SE)	4	5	4	11	12	5	41
							423

A critical change can be recognized in the Grade 10A textbook, which marked a shift in the most common value from tradition (TR) to universalism, which had a ratio of 30%. Tradition showed a major drop in percentage at 19%, and power (PO) and self direction (SD) were least common. In sum, the Grade 10A textbook had 423 values.

Table (10): Values Distribution in the Grade 10B Textbook

Values	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Sum
(PO)	3	0	0	1	1	0	5
(ACH)	8	6	2	0	2	3	21
(HE)	2	4	3	1	2	4	16
(ST)	2	2	0	0	0	1	5
(SD)	9	3	14	15	9	17	67
(UN)	15	20	22	15	25	29	126
(BE)	0	9	3	1	0	1	14
(TR)	34	22	11	12	5	8	92
(CO)	3	6	4	5	3	3	24
(SE)	1	3	5	6	0	10	25
							395

In Table 10, universalism (UN) and tradition (TR) values were again the most frequent. On the other hand, the values of power (PO) and stimulation (ST) were the least frequent.

It is worth mentioning that the values were distributed in the textbook in different representations, such as passages, pictures, and activities. The researcher depended on these forms to detect values in their shapes, both explicit and implicit. The number of values per type of representations in all grades is broken down in the following table.

Table (11): Total Sum of Values for all Grades

Textbook	Passages	Pictures	Activities	Sum
8A	57	76	186	319
8B	34	82	172	288
9A	68	88	160	316
9B	101	90	198	389
10A	58	160	205	423
10B	82	90	223	395
Sum	400	586	1.144	2.130

For further understanding of value frequency in the textbook series as a whole, the following table clarifies the commonness of each value.

It can also be noted that, while Table 11 shows a balance in value distribution according to the grade textbooks (8A: 319, 8B: 288, 9A:316, 9B: 389, 10A:423, and 10B:395), the value types according to Schwartz's theory are not balanced in Table 11.

Table (12): Prevalence of Value Type in All Grades

Value	PO	ACH	HE	ST	SD	UN	BE	TR	CO	SE
Frequency	16	91	137	45	255	510	147	608	166	155

It can be concluded from these tables that tradition (TR) was the most frequently adopted value with a frequency of 608, meaning that the *EFP* textbooks focused primarily on respect, commitment, and acceptance of traditional culture. This value appeared mostly in Grades 8A and 9A. The second most commonly adopted value with 510 frequency was universalism (UN). This is an indication that these textbooks emphasize fostering broadmindedness, equality, and social justice. This was clear in the all textbooks but especially in Grade 10A, which had 128 mentions of universalism (35% of all values), and in Grade 10B, which had 126 mentions (31% of values). Particularly in Grades 8A and 9A. It was surprising that very little attention was paid to power (PO) with a total of 16 appearances, stimulation (ST) with a total of 45 appearances, and achievement (ACH) with a total of 91 appearances. These values are considered essential in building strong and encouraged individuals, and it seems that the *EFP* textbooks neglected these characteristics and the potential power of the students as agents of future change. (Knowledge transformation styles and teaching, in TEFL classes or in other areas, is often teacher-centered, when in fact it is supposed to be student-centered.)

4.3 Results of Research Question Two: Values Transmission in the Classroom

Results of Classroom Observations and Interviews

It might seem that most prevalent value in each textbook would be central in the enacted curriculum inside classrooms. As a matter of fact, that was not the

case in all classes. The researcher found that the teaching of values depended on teachers' personal identity, a finding that has been echoed by other researchers: "the values taught, whether explicitly or more implicitly, seem to depend heavily on one's personal set of values as a person and as a teacher" (Bishop, Clarkson, FitzSimon, & Seah, 2000, p.148).

For example, in one of the teachers' classes, a lesson titled "Helping Hands, Making Friends" was expanded beyond a regular English language lesson. The teacher reflected on the topic, first suggesting a definition and then connecting it with the main picture for the lesson. In a second lesson, "Reaching Out to Others," the teacher emphasized the importance of volunteer work, explaining how it feels to do volunteer work as individuals and role playing. She ramped up the class energy by suggesting that, as individuals, students are responsible for helping others from their small village and beyond. When the teacher was asked in the interview why she focused so much on the concept of volunteering, she answered: "When I visited America, I worked as a volunteer in Arabic schools. And I saw how important values such as volunteer work are in their culture. There are lots of values there [in America] that are not included in our culture, but we need them..." This answer shows how the teacher's personal identity was responsible for the transmission of a particular value during her lesson.

The teaching of values was also dependent on teachers' awareness of values. For example, in a second teacher's class, the main value being conveyed in a lesson titled "A Palestinian Wedding" was tradition. Although the lesson was

delivered very well according to its announced objectives, the teacher failed to connect the language objectives of the lesson to the value of tradition. She showed confusion in differentiating between lesson objectives and values. For example, when asked if teaching English should include values, she replied:

“Yes, teaching English should include some values and knowledge of different things. English should not be taught alone, by itself. You can add lessons for the pupils from your own experiences and teach them to be good in society. Values are found inside each person and can be developed in students to help them be useful in society.”

But when she was asked to give examples of how she taught values from her personal experiences, she answered: *“Such as teaching students to read and write first before teaching them the language. This way, they will be interested in the language; otherwise, they won’t understand it. So I fix reading and writing, then language.”*

Similarly, a third teacher’s class revealed that the transmission of values was dependent on the teacher’s understanding of values. In this class, the lesson “Which Way at 16” conveyed a key value of self-direction, or leading students to independent choice and actions. Although the teacher applied the lesson objectives through questions about the tenth graders’ choice of educational streams (scientific, literary, or vocational), she did not demonstrate an awareness of values when answering the interview question “Do you think that the EFL textbooks concentrate on some values (name them/ what form do they appear in)”. Instead, she answered:

“We have many activities. This curriculum is very full of text and exercises, and we have to finish the curriculum. We don’t concentrate on most of the objectives. We have to finish the curriculum. Sometimes we show the pictures on

PowerPoint. Girls like it more, so they focus more on the pictures. Because of the school projects it makes them think about the lesson.”

This response proves the confusion between teachers’ definitions of values and their lesson goals.

Further Discussion of Value Categories

Importance of Teaching Values in English Classrooms

When asked if values should be included in teaching English, all four teachers interviewed agreed that it was significant to add values education to English language instruction. One teacher replied: *“It is very important that English books include values, because we cannot live without values. They are important in our community.”* Another teacher connected values education to society, stating that *“Books should include all good values in our society. Students can get information from the internet or the library, but values are reflected in classrooms.”* The next teacher connected values to respect, commenting: *“If you don’t have values, how are your students going to respect you and deal with you? Values should be included in all subjects, not just English.”*

Ignorance of Values Pedagogy

Although the teachers agreed that values were important in teaching English, they were largely ignorant of how to include them in their teaching objectives. Similarly, although the four teachers agreed it was significant to include values in their teaching, none of them had intentionally included values in

their lesson plans to make sure they were passed on. They all thought that values transmission occurred by chance. For instance, one teacher stated: “In my lesson plans, I do not list these things, but from my point of view, I think it’s very important to emphasize values to students.” Later in the interview, she added: “*I try to share my own experiences to make an impact on students and society.*”

Effects of Previous Teachers on Current Teachers’ Values Education

Interestingly, all four current teachers noted the effectiveness of learning values from their own previous teachers in subjects as diverse as social studies, Arabic, religion, math, and English. This researcher believes that none of these current teachers took what they learned and enhanced it to pass on values to students in their English classes. Yet all four teachers could successfully cite examples of how they had passed on their values in an implicit way. Helping out students in trouble, emphasizing the importance of clean classrooms, motivating students when facing challenges, and reflecting their personality to students were all achievements of the teachers. One of the teachers commented: “*If you are a good man, you have to be good wherever you are, either inside or outside the school.*” He believed that values could be taught through his own personal example and through his behavior outside the classroom. His opinion was backed by the findings of Williams (2003), who pointed out that respect is taught best by the modeling of hidden curriculum and teaching quality in creating a good moral. To students’ views, the teachers who presented conflicting words and actions were vague in how their behaviors affected the students’ learning and behaviors.

Teacher Awareness of EFP Stated Values

Regarding their familiarity with values in the *EFP* textbooks, the teachers' answers were often vague and imprecise. For example, one teacher believed that the *EFP* books contained some values for Palestinians "*because the books talk about Palestinian customs and tradition.*" Furthermore, the teachers were not in complete agreement about the appearances and locations of the textbooks' values. Two teachers agreed that the pictures transmitted values, with one teacher stating that "*the pictures, for example, have good ideas and good values.*" On the other hand, a third teacher identified the presence of values mostly in the text itself, in lesson titles such as "Reaching Out" (about cooperating with people who are encountering disasters) and in individual sentences. The fourth teacher failed to locate any form of values transmission at all in these textbooks. She did not see the close connection between the textbooks and the transmission of values.

Although the four teachers had a favorable impression of the textbooks' content, they claimed that class timing, school restrictions, and the rules set by the Ministry of Education restrained their ability to go beyond what the curriculum required, including teaching values. The huge numbers of students per class also limited their capacity to think outside the box and apply more values-based activities.

Transmitting Values Outside English Classrooms

The four participants also differed in their individual conception and application of values outside the English classroom. The first teacher believed that

keeping the classroom and the schoolyard clean was a value. She brought her students examples of Japanese schools and how the students there clean their classrooms, and she stated that teachers had a duty to teach manners to students. The second teacher had a different point of view, believing that by reflecting their own personalities inside and outside the classrooms, teachers convey values. He gave an example of how he practiced honesty not only by talking about it but also by applying it to student interactions. The third teacher mentioned the type of advice she passed on to students in school situations such as fights, noting that she passes on values by helping out in solving students' problems. The fourth teacher described her values teaching by giving an example of how she helps out in strengthening students' confidence in using the English language. Thus there was no single unified view among the teachers of how values could or should be transmitted.

Personal Knowledge of Value Definition

In interrogating their personal knowledge of values' definitions, the teachers again varied in their opinions. One teacher defined the concept thus: *"Values... you can say good manners.... It's connected with personality... something in the person's convictions."* He connected values to society.

The second teacher was more confused about what the researcher meant by "values" and asked "Do you mean values are like how you teach?" To her, values were important for classroom communication: *"You need to have values so students can respect and deal with you."*

Although she was unable to mention examples of textbook lessons that provided values, a third teacher defined values as “*when you have an effect on the person in front of you.*” In the case of this teacher, who had only two years of teaching experience, she had a difficult time connecting values with teaching English as a language. Even though in class she offered perfect teaching methods (in terms of an interesting introduction and teaching techniques), she appeared to be less aware of the concepts of value teaching. In her lesson “A Palestinian Wedding,” the emphasis was deeply placed on Palestinian traditions as lesson aims and culture commitment. The researcher believes that the teacher was mixing values and traditions with concepts and functions. To this teacher, values were defined as “*something inside people.*”

Lastly, the final teacher identified values as “*good manners connected with one’s personality and convictions, and they come from home and parents.*”

It can be noted that these teachers believed that teaching values was not a part of their teaching responsibility. To them, teaching English was isolated from culture. The researcher believes that these teachers are like technicians, because their main focus is on teaching the language and its skills, without integrating that with the cultural aspects of language.

4.4 Conclusion

Based on the analysis that the researcher has done, the following conclusions can be drawn. Firstly, the data compiled from content analysis revealed an imbalance in the frequencies of each of the ten values in the six textbooks. However, the values most emphasized were respect, commitment, and acceptance of traditional culture; for example, various units in Grade 10 discussed important cultural figures, such as Mahmoud Darwish, a famous Palestinian writer, and Sultan Suleiman. These subjects are essential for Palestinian students for many reasons: keeping their heritage alive, making them feel proud about their own culture, and helping in maintaining the Arab national identity. The researcher believes that learning about these subjects will lead to a responsible generation that is proud to carry on its society's traditions. To lend further support to this belief, research done by Abu Shiba (2010) suggests that educational materials should allocate values not with identical frequency but rather in proportion to those values' significance and necessity. A similar study by Sean & Bishop (2000) found that there was good reason to provide an unbalanced representation of eight selected values. The research of Dweikat & Shbeitah (2013) supported these findings as well, noting that a greater emphasis was placed on various foreign cultures (particularly American culture) than on Arab-Islamic culture in the Northstar textbook series. Thus, although the ten selected values were indeed presented unequally in the *EFP* textbooks, this imbalance was not automatically detrimental to students' learning.

Secondly, the Palestinian society is a special case, as it is characterized by the philosophy of resistance and acquiescence of existence. In fact, one of the general goals in *English for Palestine* was “To develop and maintain the students’ sense of self-confidence and self-worth, reinforce pride in students, Palestinians, Arabic, Islamic cultural heritage, and family backgrounds” (“General Goals of *English for Palestine*,” 2015, p.6). For that reason, it was an adequate result for the researcher that the value of tradition would be the most dominant one in the textbook series.

It can also be argued that there was some kind of balance between two primary values: tradition (with a rank of 608) and universalism (with a rank of 510). Universalism itself is a significant value, because presenting global issues in these textbooks enhances students’ awareness of world issues. However, the balance between tradition and universalism is also very significant, because it indicates that the curriculum designers promoted Palestine’s distinct culture while simultaneously supporting the UN’s stance. This result is parallel with Abbas’s (2011) study, which revealed that new English syllabi in Palestine were rich in many cultural aspects.

However, the fact that universalism was ranked second did not contradict what was presented in the general goals (2015) adopted for teaching English as a foreign language (TEFL) in Palestinian schools. It can be concluded that these textbooks succeeded in maintaining a good coverage of global topics in a manner consistent with national identity. It can also be concluded that there was no obvious bias towards foreign culture at the expense of Arabic-Islamic culture in

the *EFP* textbooks. This result was in direction contradiction to the result of Dweikat & Shbeitah (2013), who found that the NorthStar textbook series showed a clear bias in favor of foreign cultural values at the expense of Arabic-Islamic culture values.

Thirdly, the second research question aimed to investigate the transmission of values in English classrooms. The researcher believes that an awareness of value teaching starts with listing specific values in teachers' lesson plans. This strategy was most successful in the class whose teacher had awareness and experience that allowed her draw close connections to what was being taught. This success is explained by the difference between expert and novice teachers. Expert teachers place a significant emphasis in their pedagogical practices on applying what they value to their subject matter and reflecting their value system overall (Galikwad, 2004).

4.5 Final Words

Do Teachers Focus on Values Stated in Textbooks?

During the teacher interviews, the researcher asked whether teachers intentionally included values in their weekly plans. Interestingly, none of the four teachers acknowledged that they listed value teaching as one of their lesson goals, even when that lesson included a given value. They all agreed that value teaching happened by chance during a class. This is a powerful indication that theoretical value teaching is not aligned with actual class application.

What Did the Researcher Learn about Values?

In this study, the researcher tried to outline a preliminary investigation into the kinds of values conveyed in the representative eighth through tenth grade textbooks in Palestinian public schools. The researcher was surprised that a major contradiction was shown between teachers' interviews and their classroom observations in terms of value awareness and value teaching. For example, compare the two teachers who presented awareness of values with the other two teachers (see appendix 3, P.176). In other words, the enacted curriculum is only partially corresponding with the planned one.

Even more surprisingly, some of Schwartz's ten motivational values such as power, achievement, and stimulation occur neither explicitly nor implicitly in the General Goals Document, nor they were they adopted by any of the English teachers. Values such as universalism, security, and self-direction were focused on heavily in the textbooks but were not mentioned by any of the teachers. It seemed that the teachers generally had other meanings for or conceptualizations of values. They frequently mentioned being "honest," "brave," "strong," "happy," and "determined." Only in very rare cases did they implicitly mention values such as tradition, self-direction, and benevolence. It was also noteworthy that not all teachers stressed the importance of a specific value.

Finally, the English teachers were able to define values from their own perspectives. However, their personal definitions may or may not have been reflected or enacted in the English classrooms. This finding is consistent with the study by Sam & Ernest (1999), which investigated values stated in the Malaysian

school mathematical curriculum and then afterwards sought teachers' opinions on what values were suitable to be transmitted through math classes. Results revealed that most values listed in the mathematics curriculum were adopted by the math teachers.

Values transmission in teaching is clearly significant in shaping how students see and interact with the world around them, whether in an Arabic-Islamic culture or in the broader global world. The values being expressed in the *English for Palestine* textbook series were varied in frequency and in form but seemed generally appropriate for teaching not only the English language but also English culture. However, though the *EFP* textbooks featured a reasonable balance between global culture values and Arabic-Islamic culture values, the teachers themselves remained unaware of and/or inexperienced in implementing the textbook's values. For values transmission to be truly successful in Palestinian English classrooms in the future, changes in teacher training and/or pedagogy must occur.

4.6 Recommendations

For further research:

1) This research aimed to study the inclusion of values in textbooks and their implementation in the classroom. Further research should study how well these values are actually being learned and retained by the student.

For policymakers:

2) The *English for Palestine* textbooks should be revised and modified to include teacher training on the inclusion of basic values. This training could be achieved through in-service courses in order to create school cultures of value awareness and value teaching.

3) The scope of English language teaching should be extended to include its cultural aspects, not only its technical ones.

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Appendix 1: Content Analysis of Grades

1.1 Table grade 8A/ 8B

Rubric Analysis (Grade 8A)	
Unit Title	Hello World!
Unit number	1
Passage	<ol style="list-style-type: none"> 1. UN (the passage title “Hello World” indicates being open minded p.4). 2. TR (passage task 3 the use of CN: Nadia) & UN (the use of FN: Tina p.4). 3. TR (the use of CN: Nadia & Sami) & UN (the use of FN: Tina p.4). 4. CO (the passage indicates polite expressions: “sorry & thanks” p.4). 5. UN (the passage is about a Palestinian family who lives in London p.4). 6. TR (the passage presents Palestinian City: Jenin p.4). 7. UN (the passage title indicates being broad minded “Living with modern communication”) & SE (safety from hurricanes p.8). 8. ACH (the passage theme indicates the accomplishments of modern Satellites 9. TR (the use of CN: Hanan& CP: Palestine, Morocco) & UN (the use of FP: Australia p.8). 10. HE (the passage presents how kids love cartoons p.8). 11. SD (one of the hidden themes is how the parent is helping his sons to explore things by watching documentaries p.8). 12. CO (the passage also indicates the use of polite expressions: someone is calling now, Excuse me” p.8).
Picture	<ol style="list-style-type: none"> 1. UN (the picture indicates open minded of communication through multi means); HE (the picture also indicates people who are happy and enjoying life p.5). 2. TR (the picture of the two girls wearing Hijab indicates respect for religion p.6). 3. ACH (the picture indicates multi technology) & HE (it presents people who are enjoying life p.7). 4. HE (the picture indicates a happy man p.8). 5. HE (the picture indicates cheerful boys p.9). 6. TR (the picture of the two girl’s wearing Hijab indicates respect to religion p.11). 7. BE (the picture indicates love where a girl from abroad calling her mother); TR (the mother is wearing a hijab this indicates respect to religion) & HE (the mother and the daughter are chatting happily p.12). 8. BE (the picture indicates true friendship) & HE (happy friends) & UN (using technology such as phones and computers to study p.13).











Activity	<ol style="list-style-type: none"> 1. TR (task 1/ 2 A indicates the use of CN: Ali p.5). 2. CO (task 1 /4 A indicates the use of polite expressions” Could you quickly email a family photo to me, please” p.5). 3. TR (task 1/ 4 B the use of CN: Huda p.5). 4. TR (task 1/ 5 A the use of CN: Majeda p.5). 5. TR (task 1/ 6 A the use of FN: Kamal p.5). 6. TR (task 1/ 6 B the use of CN: Kamal, Sami & Nadia p.5). 7. TR (task 1/ 7 A the use of CN: Tariq p.5). 8. TR (task 3 the use of CN: Nadia & Sami); UN (the use of CN: Tina p.5). 9. TR (task 1 indicates the use of CN: Sami & Nadia & CP: Jenin) & UN (the use of FP: London p.6). 10. HE (task 1/ 5 indicates pleasure p.6). 11. TR (task 2 indicates the use of CN: Nadia, Sami); UN (the use of FN: Tina & FP: London p.6). 12. TR (task 2/ 2 A indicates the use of CN: Sameera p.7). 13. UN (2/ 4 A indicates the use of FN: Pele p.7). 14. UN (task 2/ 4 B the use of FP: Brazilian p.7). 15. TR (task 2/ 6 A the use of CP: Palestine p.7). 16. TR (task 4 presents the use of CN: Sameer, Ali & Hanan; the use of CP: Palestine & Morocco) & UN (the use of FN: Anna, Lyn & Mark; FP: USA & Australia p.7). 17. SD (task 4 content indicates intellectual thinking about locations, exploring countries) & UN (the pictures supports showing different people in nationalities: Anna: USA; Ali: Morocco; Mark & Lyn: Australia) & TR (it indicates the use of CP: Palestine & Morocco p.7). 18. TR (task 2 indicates the use of CN: Ali & Qudsi); UN (the use of FN: Mark & Lyn p.8). 19. UN (task 1 indicates the use of FN: Anna) & TR (the use of CP: Palestine p.9). 20. CO (task 2 indicates polite expressions: excuse me, is your name...”) & UN (the use of FN: Anna p.9). 21. TR (task 3 indicates the use of CN: Sameer, Ali & Hanan); UN (the use of FN: Mark & Lyn p.9). 22. SD (task 4 supports logical & independent thinking “Discuss the bad and good things about television & mobile phones” p.9). 23. TR (task 2/ 3 A indicates the use of CN: Rania); CO (B: indicates the use of polite expressions “I’m sorry to say” & “please” p.10). 24. TR (task 4 indicates respect to culture “give more examples from Palestine TV”) & UN (mentioning foreign shows: Tom & Jerry p.10). 25. SD (task 5 supports independent thinking and favoring p.10). 26. CO (task 1/3 supports the use of polite expressions “Excuse me” p.11). 27. SD (task 4 presents exploring changes and having independent thoughts p.11). 28. TR (task 1 presents the use of CN: Sami & CP: Palestine) & ACH (Social media: Emails & Facebook) & UN (the use of FP: London p.12). 29. ACH (task 3 indicates accomplishments of the emails & phones) & TR (the use of CN: Nadia p.12). 30. UN (task 2 presents the use of different social media: Internet, TV & emails) & FN: Mike p.13). 31. TR (task 4 indicates the use of CN: Sami Kamal & demanding project about Jerusalem); UN (the use of FN: Mike); SD (the conversation between two friends co working on a project “we need to talk about our school project” indicates independency & BE (responsibility “let’s make a plan”) & CO (hello, Sami is speaking p.13). 32. SD (task 5 supports independent thinking and thoughts p.13). 33. TR (task 2 presents the use of CP: Palestine) & UN (the use of FP: Britain p.14). 34. TR (task 3, 4, 5 & 6 supports the use of CN: Nadia & Sami Kamal p.14). 35. UN (task 1 indicates the use of FN: Jo & Jack); SD (independency in writing to pen friends); CO (the use of polite expressions: Please) & HE (it presents happy people while communicating: I’m very happy to be your new pen friend p.15).
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comments	<ul style="list-style-type: none"> ▪ PO= 0 ▪ ACH= 4 ▪ HE= 9 ▪ ST= 0 ▪ SD= 8 ▪ UN= 25 ▪ BE= 3 ▪ TR= 30 ▪ CO=8 ▪ SE=1
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Rubric Analysis (Grade 8A)	
Unit Title	A taste of Palestinian culture
Unit number	2
Passage	<ol style="list-style-type: none"> 1. TR (The passage title “A taste of Palestinian culture” indicates respect to culture and tradition p.16). 2. TR (the passage indicates respect to customs and tradition p.16). 3. UN (the passage theme is about two foreigners who are having dinner with Kamal’s family at an Arab Restaurant p.16). 4. UN (the passage indicates FN characters: Mike & Tina p.16). 5. TR (the passage also supports the use of CN: Kamal, Nadia& Sami p.16). 6. TR (the passage indicates the use of cultural /ncepts: Tabla, Sfeeha, Kebabs & ‘Oud p.16). 7. TR (the passage is about the history of Arab Music) & UN (the type of topic is about music p.20). 8. TR (the passage is about cultural musicians: Farid AL- Atrash&OumKulthoum p.20).
Picture	<ol style="list-style-type: none"> 1. TR (the picture indicates respect to religion in wearing Hijab” p.17); UN (the pic indicates open minded of the two families sitting together in a restaurant); HE (happy people who are enjoying life p.17). 2. HE (pic A, D & E indicates pleasure and happiness); TR (pic C indicates respect to religion in wearing Hijab p.18). 3. HE (the picture indicates cheerful boys chatting with each other p.23). 4. TR (the picture indicates respect to religion in wearing Hijab p.24). 5. TR (the picture indicates respect to religion in wearing Hijab); SD (the pic of an astronaut indicates being imaginative) & ACH (an astronaut pic also indicates success of mankind in reaching the moon p.24). 6. UN (the pic indicates a world of peace and beauty of nature p.25).

Activity	<ol style="list-style-type: none"> 1. TR (task 1/ 1 A indicates the use of CN: Fuad p.17). 2. CO (task 1/ 5 A & 1/ 5 B indicates the use of polite expressions: please p.17). 3. TR (task 1/ 3 B & 1/5 B indicates the use of cultural concepts: Kababs&Tablah p.17). 4. UN (task 1/ 6 part A & B indicates being open minded about different cultures in Palestine and Britain p.17). 5. UN (task 3 indicates the use of FN: Tina & Mike); TR (indicates the use of cultural concepts: Tablah); TR (the use of CN: Kamal & Nadia p.17). 6. TR (task 1 part 1, 2 & 5 indicates the use of cultural concepts: Sgeeha, kababs& 'Oud p.18). 7. TR (task 3/ 1 indicates the use of cultural food: Kebabs p.18). 8. TR (task 4 indicates the use of CN: Ahmad p.18). 9. TR (task 2/ 1 part A & B supports the use of Arab Culture); TR (2/ 3 A indicates the use of CN: Tariq); TR (2/ 4 B indicates the use of cultural concepts: 'Oud&Tablah); TR (task 2/ 7 A emphasizes respect to Arab figures "MohamadDarwish" p.19). 10. TR (task 4 indicates respect to culture "Famous Arab singers: Farid&OumKalthum p.19). 11. UN (task 1, 2 & 3 is open minded task about music); TR (they support Arabic music and Arab instruments: 'Oud p.20). 12. SD (task 4 part 3 & 4 indicates independency in thought and opinion about music p.21). 13. TR (task 1 part 1 & 2 indicates respect to culture in presenting Arab culture, for example: Food Culture: Kebabs & Music instruments: 'Oud p.22). 14. TR (task 2 indicates the use of CN: Fareeda, Omar, Khalid, & Mahmoud p.22). 15. TR (task 3 indicates the use of CN: Ali & Mona p.23). 16. SD (task 4 supports independency in thoughts and opinion p.23). 17. TR (task 1 supports respect for culture when talking about Palestine p.24). 18. TR (task 2 indicates the use of cultural dances, food, music instruments & readings p.24). 19. TR (task 3 indicates the use of cultural cartoon: Iftah Ya Simsim the use of CN: Khalid); UN (the task indicates being open minded about different cultures p.24). 20. UN (task 2 indicates the use of FN: Ann Bonner as author p.25). 21. SD (task 4/ 4 indicates independency in opinion) & UN (open minded about music and nature p.25). 22. TR (task 1 indicates the use of Arabic music instruments: 'Oud p.26). 23. TR (task 2 indicates the use of CN: kamal p.26). 24. TR (task 3/ 1 indicates the use of CN: UomKalthum & Zakaria Ahmad; Arabic cities: Cairo, Arabic music instruments: 'Oud p.26). 25. TR (task 1 & 2 indicates the use of CN: Fareed); SD (independence in thoughts "talk about important people in your life p.27).
Comments	<ul style="list-style-type: none"> ▪ PO= 0 ▪ ACH= 1 ▪ HE= 3 ▪ ST= 0 ▪ SD= 5 ▪ UN= 11 ▪ BE=0 ▪ TR= 33 ▪ CO= 1 ▪ SE= 0

Rubric Analysis (Grade 8A)	
Unit Title	Going to a National Park
Unit number	3
Passage	<ol style="list-style-type: none"> 1. UN (the topic indicates open minded "Going to a National Park; HE (the title indicates happiness and enjoying life p.28). 2. UN (the theme of the passage supports open minded where Omar is going to visit his cousins in America p.28). 3. TR (the passage indicates the use of CN: Omar Haifawi, Yasmeen& Adnan p.28). 4. SD (the passage also indicates independency of thoughts where each one suggested to plan a trip p.28). 5. HE (the passage is about planning trip and enjoying life p.28). 6. UN (the title and the passage indicates being open minded about an international park "About Yousemite" p.32). 7. TR (the passage indicates the use of FN: Tony Ross p.32). 8. BE (some of the themes in the passage is about friendship and helping out in volunteer work); SD (these young friends are becoming independent) & BE (being responsible p.32).
Picture	<ol style="list-style-type: none"> 1. BE (the family sitting together indicates love) & SE (stability of family and relationships; clean environment); UN (the pic also indicates a world of peace and beauty); SD (the pic supports freedom & independence of thought to each person p.29). 2. CO (the picture of watches indicates self- disciplines and time tracking p.30). 3. HE (the pic of the Park indicates people who are enjoying life); UN (also it indicates a world of beauty p.31). 4. HE (the pictures indicates people who are enjoying their lives p.32). 5. UN (the pic indicates open minded of two teenagers who are chatting p.33). 6. SD (picture 1 indicates using maps and directs to independency p.37). 7. HE (picture 2 indicates happy teenagers who are enjoying life; BE (friendships); SD (the picture also indicates freedom of teenagers camping); SD (independency); UN (a world of beauty in nature); SE (a clean environment p.37). 8. UN (the picture of boats indicate a world of beauty in the sea); ST (excitement and varied life p.38). 9. BE (picture 1 indicates friendship) & HE (cheerful teenagers p.39). 10.TR (picture 2 indicates act of religion in wearing a Hijab); SE (the picture also indicates a clean environment p.39).

Activity	<ol style="list-style-type: none"> 1. TR (task 1/ 5 A indicates the use of Cultural figures: OumKalthum p.29). 2. TR (task 3 indicates the use of CN: Omar, Adnan &Yasmeen p.29). 3. TR (task 1 indicates the use of CN: Omar) & FP: America p.30). 4. CO (task 2 “to do list” indicates self-discipline in tracking plans p.30). 5. TR (task 4 indicates the use of CN: Omar, Adnan &Yasmeen p.30). 6. SD (task 1 part 1 & 2 supports being imaginative and independence in thoughts p.32). 7. UN (task 2 indicates the use of FN: Tony); CO (the use of polite expressions “Whats your name, please” p.33). 8. UN (task 4 indicates the use of FN: Tony p.33). 9. TR (task 5/ 1 indicates respect to culture when asking about type of “volunteer work do Palestinian people do”); BE (it directs students to volunteer work and helping others); SD (5/ 2 indicates curiosity & exploring the useful jobs for volunteers done in the cities p.33). 10.TR (task 2/ 2 A indicates the use of FN: Tony Ross p.34). 11.SD (task 2 supports curiosity & exploring p.35). 12.TR (task 4 / 2 indicates the use of Palestinian cities: Jenin; the use of CN: Ahmad in 4/ 3 p.35). 13.SD (task 5 supports expressing and choosing ones goal p.35). 14.TR (task 1 indicates the use of CN: Adnan, Yasmeen, Omar &Haifawi); CO (task 1 chart indicates self-discipline); SD (it supports being independent p.36). 15.TR (task 2 indicates the use of CN: Haifawi, Yasmeen& Adnan); CO (it indicates the use of polite expressions “Thanks & Yes, please”); BE (the content of the task indicates helping and being responsible p.36). 16.TR (task 3 indicates the use of CN: Yasmeen, Adnan & Omar p.36). 17.TR (task 4 indicates the use of CN: Omar p.36). 18.UN (task 4 indicates the use of FN: Tony) & TR (the use of CN: Omar p.37). 19.SD (task 2 indicates independency in writing diaries p.38). 20.SD (task 1 supports being independent in planning of diaries & being imaginative p.39). 21.UN (task 4 indicates the use of FN: Tony) & TR (the use of CN: Omar p.39).
Comments	<ul style="list-style-type: none">  PO= 0  ACH= 0  HE=6  ST= 1  SD= 13  UN= 12  BE= 7  TR= 16  CO= 5  SE= 3

Rubric Analysis (Grade 8A)	
Unit Title	How to get healthy
Unit number	4
Passage	<ol style="list-style-type: none"> 1. SD (the title indicates directing and choice to student's p.40). 2. UN (the passage is based on FN character: Sami p.40). 3. SD (the theme of the passage is to help students in being independent in their food choices "fries are junk food! You need to start eating real food p.40). 4. UN (the author of the passage is a foreigner: Julie Good p.44). 5. SD (the main question in the quiz "Do you live a healthy life? You'd better do our quiz and find out? Indicates curiosity p.44). 6. SD (the content of the quiz supports independent of healthy choices); BE (the quiz questions help students to take healthy choices p.44).
Picture	<ol style="list-style-type: none"> 1. SD (the doctor is trying to direct Sami to eating healthy); SE (this indicates safety of his health); BE (the doctor is helping Sami to take healthy choices p.41). 2. TR (the pic indicates respect to religion by wearing hijab by the mother); BE (the pic indicates a loving family who are advising their son to different ideas when feeling ill p.47). 3. HE (the pictures indicates different activities to enjoy life); TR (pic 1 indicates respect of religion by wearing a hijab by the two girls p.48). 4. SE (pic 1 indicates safety); ST (Pic 2 indicates ambitious); BE (pic 3 indicates loving and caring p.49). 5. ST (pic 1 indicates ambitious); HE (pic 2 indicates cheerful and enjoying life); ST (pic 3 indicates a challenge in playing); BE (pic 4 indicates love p.50). 6. ST (the pic indicates activities which form challenges in life p.51).

Activity	<ol style="list-style-type: none"> 1. UN (task 1/ 2 A indicates the use of FN: Ben p.41). 2. TR (task 3 supports the use of CN: Sami p.41). 3. TR (task 4 indicates the use of CN: Sami p.42). 4. SD (task 5 supports being independent in thoughts when talking about your routine p.42). 5. TR (task 2/6 A supports the use of CN: Sami p.43). 6. SD (task 2 helps students to be independent in choosing healthy choices p.45). 7. SD (task 4 indicates independency of actions in choosing healthy choices p.45). 8. TR (task 1/1 A& 1/ 2 A indicates the use of CN: Ali & Muneera p.46). 9. CO (task 1/ 4 A indicates the use of polite expressions “thank you for all your help; 1/ 6 A “thanks & please p.46). 10. SD (task 4 & 5 suggests independent choices p.46). 11. TR (task 3 indicates the use of CN: Deema & Fuad p.47). 12. SD (task 3/ 2 indicates directing healthy choices p.47). 13. BE (task 2 & 3 indicates helping others in giving different advice p.48). 14. TR (task 2 indicates the use of CN: Muneera, Ali & Huda); BE (task 2 indicates helping others and suggesting solutions p.49). 15. TR (task 3 & 4 indicates the use of CN: Muneera p.49). 16. TR (task 1 indicates the use of CN: Deema & Sami p.50). 17. TR (task 2 supports the use of CN: Mona p.50). 18. BE (task 1 & 2 present problems and suggesting which act as help to others p.51).
Comments.	<ul style="list-style-type: none">  PO= 0  ACH= 0  HE= 2  ST= 4  SD= 10  UN= 3  BE= 8  TR= 11  CO= 1  SE= 2

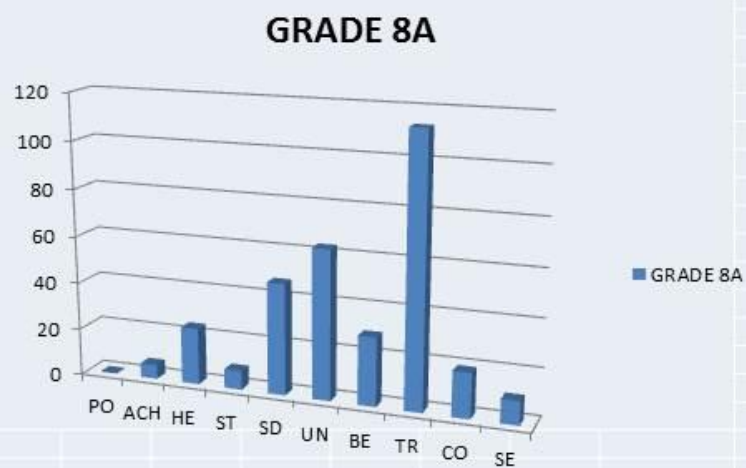
Rubric Analysis (Grade 8A)	
Unit Title	People and games
Unit number	5
Passage	<ol style="list-style-type: none"> 1. TR (the passage indicates the use of CN: Omar, Yasmeen & Adnan p.52). 2. UN (the passage states different names for football; In America: Soccer & in Britain: Football p.52). 3. UN (the theme of the passage helps being broad minded about the history of games) ST (having games & competitions in schools indicates challenge & excitement p.56). 4. SD (the title: How the game won the big match" indicates curiosity to read the passage); TR (the task indicates the use of CN: Adnan & Omar p.63).
Picture	<ol style="list-style-type: none"> 1. SE (the pic indicates a clean house) & HE (the pic also indicates cheerful teenagers who are enjoying life p.53). 2. SE (the pic indicates safety p.56). 3. HE (pictures of different sports indicates teenagers enjoying life p.58). 4. ST (the football game indicates excitement & challenge); SD (this game also indicates being courageous p.63).
Activity	<ol style="list-style-type: none"> 1. TR (task 1/3 A indicates the use of CN: Fuad & 1/6 A Ahmad p.53). 2. TR (task 3 indicates the use of FN: Omar, Adnan & Yasmeen p.53). 3. TR (task 2 indicates the use of CN: part A: Ali, B: Khalid & B: Ahmad) & CO (polite expressions: Thanks very much p.54). 4. TR (task 3 the use of CN: Ali p.54). 5. UN (task 2/ 1 A & 2/1 B both sentences indicate being open minded about the inventor: Alexander Graham Bell p.55). 6. ACH (task 1/1 A indicates success) & TR (the use of CN: Jameela p.55). 7. TR (task 1/ 7 part B indicates the use of CN: Fareeda p.55). 8. ST (task 1/7 B indicates being ambitious p.55). 9. TR (task 4 indicates the use of CN: Salem, Fatima & Hazem p.55). 10. SD (task 5 supports independency in thought and favor in sports) TR (the use of CN: Hazem, Fatima & Salem p.55). 11. SD (task 3 "did you know" emphasizes on logical and intellectual thinking p.56). 12. TR (task 4/1 requires listing school sports in Palestine); SD (task 4/ 2, 3 & 4 indicates independency in opinion p.57). 13. HE (task 5 indicates naming different activities which supports enjoying life p.58). 14. TR (task 2/1 A indicates the use of CN: Yasmeen & 2/2 A: Adnan p.59). 15. CO (task 4 supports polite expressions: Thanks & Please) & BE (the content indicates responsibility to returning lost things and loyalty p.59). 16. TR (task 1 indicates the use of CN: Naseem, Sameer, Nabila, Tariq & Huda p.60). 17. TR (task 2 indicates the use of CN: Deema, Sadiq, Hanan, & Fuad p.60). 18. TR (task 3 indicates the use of CN: Omar & Yasmeen p.61). 19. SD (task 2, 3 & 4 requires giving ideas and creating a story based on different ideas; this indicates independency of thought p.63).

Comments	<ul style="list-style-type: none"> ❖ PO= 0 ❖ ACH= 1 ❖ HE= 3 ❖ ST= 3 ❖ SD= 6 ❖ UN= 3 ❖ BE= 1 ❖ TR= 15 ❖ CO= 2 ❖ SE= 2
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Rubric Analysis (Grade 8A)	
Unit Title	Friends
Unit number	6
Passage	<ol style="list-style-type: none"> 1. BE (the passage is about true friendship, helping each other, & loyalty p.64). 2. UN (the passage indicates a friendship between an Arabian Girl (Nadia) & a foreigner (Tina) p.64). 3. TR (the passage indicates the use of CN: Nadia p.64). 4. UN (the passage indicates the use of FN: Tina & Tim p.64). 5. BE (the pic supports helping others when feeling down p.67). 6. BE (the passage presents solutions in helping friends, how loyal friends should act & about loyal friendships p.68).
Picture	<ol style="list-style-type: none"> 1. BE (the picture indicates true friendship where Nadia is trying to help Tian p.65). 2. TR (the pic also indicates respect to religion by Nadia wearing a Hijab p.65). 3. BE (the pic indicates offering help to whom we care about p.67). 4. SD (the pic of the artist painting indicates creativity p.72). 5. HE (the pic of the two teenagers traveling by map suggests people who are enjoying life p.72). 6. TR (the pic of Nadia wearing Hijab indicates act of religion) & BE (Nadia and Tina have a close friendship p.73).

Activity	<ol style="list-style-type: none"> 1. TR (task 1/ 2 A supports the use of CN: Fuad; 1/ 3 A: Muneera&Amer; 1/ 5 A: Fatima p.65). 2. TR (task 3 supports the use of CN: Nadia) & UN (the use of FN: Tina p.65). 3. BE (task 1/ 1 & 1/3 indicates helping friends p.66). 4. TR (task 2/ 1 A indicates the use of CN: Muneera p.67). 5. CO (task 2/ 1 B indicates self- discipline & being polite "I'm sorry, but I can't tell you. It's a secret" p.67). 6. CO (task 2/ 5 A supports using polite expressions "please don't get there late" p.67). 7. UN (task 4 indicates the use of FN: Kate & Sam p.67). 8. UN (task 2 indicates the use of FN: Alan, Tom, Alice & Karen p.68). 9. SD (task 4 supports independency in thought and action when it comes to helping our friends when they are in danger p.69). 10. TR (task 1 supports the use of CN: Tariq, Rima, Huda, Othman &Sameera p.70). 11. SE (task 1/ 4 indicates safety situation p.70). 12. TR (task 3 supports the use of CN: Khalid & Hassan); SE (task 3/2 A indicates safety p.70). 13. SD (task 4 helps students to be independent and think about consequences) BE (it also indicates being responsibility p.71). 14. SD (task 2 helps students to be independent when facing a problem p.72). 15. UN (task 3 indicates the use of FN: Lucy & Tony p.72). 16. UN (task 1/1 suggests the use of FN: Tina p.73). 17. UN (task 2 indicates open mind of having two friends who holds different nationalities: Tina & Nadia p.73). 18. UN (the poem listed is by a foreigner poet: Helen Rice p.73). 19. BE (task 2: the theme of the poem is about friendship p.73). 20. BE (task 2 content indicates friendship p.74). 21. SD (tasks 2, 3, 4 & 5 tries to direct students to find answers to different problems which teach them independence of thought and actions in life p.75).
Comments	<ul style="list-style-type: none"> • PO= 0 • ACH= 0 • HE= 1 • ST= 0 • SD= 5 • UN= 9 • BE= 10 • TR= 8 • CO= 2 • SE= 2

GRADE 8A								
	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	SUM VALUE	
PO	0	0	0	0	0	0	PO	0
ACH	4	1	0	0	1	0	ACH	6
HE	9	3	6	2	3	1	HE	24
ST	0	0	1	4	3	0	ST	8
SD	8	5	13	10	6	5	SD	47
UN	25	11	12	3	3	9	UN	63
BE	3	0	7	8	1	10	BE	29
TR	30	33	16	11	15	8	TR	113
CO	8	1	5	1	2	2	CO	19
SE	1	0	3	2	2	2	SE	10



Rubric Analysis (Grade 8B)	
Unit Title	Different people, different clothes
Unit number	8
Passage	<ol style="list-style-type: none"> 1. TR (the use of CN: Haifawi, Omar, Yasmmen, Ahmad & Adnan p.4). 2. BE (the theme of the passage indicates loving and caring by giving a present to siblings p.4). 3. CO (the passage indicates some polite expressions such as: Excuse me & Please p.4).
Picture	<ol style="list-style-type: none"> 1. HE (the picture indicates happy people who are shopping and enjoying life); SE (a clean environment & stability of relationships p.5). 2. TR (picture 1 is an act of religion in wearing Hijab) & UN (A Palestinian police female pic indicates open minded); UN (pic 2 & 3 indicates a two different nationalities which supports open minded); SE (pic 4 indicates a safety uniform for a worker p.8). 3. BE (picture 1 indicates a mothers love in bringing presents for her children) & HE (the pic indicates cheerful characters p.10). 4. ST (pic 1 indicates mature love of two couples) & HE (cheerful couple enjoying life and shopping p.12). 5. BE (pic 2 indicates friendship p.12). 6. TR (the pic indicates respect to religion in wearing Hijab); UN (supports open minded due to shopping in a mall); SE (the pic indicates a clean place); HE (people seem cheerful and enjoying life by shopping p.13). 7. SE (pic indicates safety) & UN (open minded expression by seeing a police female p.14).
Activity	<ol style="list-style-type: none"> 1. TR (task 1/5 part A the use of CN:Tariq p.5). 2. TR (task 3 the use of CN: Haifawi& Ahmad p.5). 3. TR (task 3 the use of CN: Omar & Ahmad p.6). 4. TR (task 4 the use of CN: Maha, Omar, Ameera& Ahmad p.6). 5. UN (task 5 talking about famous singers and football players indicates open minded) & SD (tasks requires giving opinion which indicates independent of thoughts p.6). 6. SE (task 2/2 part A indicates safety) & TR (task 2/1 part B & 2/6 part A indicates the use of CN: Ali & Jenin p.7). 7. TR (task 2 indicates the use of CN: Deema& Abdullah) & UN (the use of FN: Maria p.8). 8. TR (task 2 indicates the use of CP: Palestine & Kuwait) & UN (the use of FP: Canada & FN: Bill p.8). 9. CO (task 2 indicates polite expressions: Please & Excuse me p.9). 10. TR (task 3/2 & 3/4 indicates the use of FN: Bill & Maria); UN (task 3/1 & 3/ 4 indicates the use of CN: Deema& Abdullah p.9). 11. UN (task 1 supports the use of FN: Tom, Maria, Jean, Maria & Joe p.10). 12. TR (task 3/3 A indicates the use of CN: Khalid p.10). 13. TR (task 1 supports the use of CN: Deema p.11). 14. UN (task 2 & 3 indicates the use of FN: Maria & Bill); TR (supports the use of CN: Deema & Abdallah p.11). 15. TR (task 1 indicates the use of CN: Salwa & Ameen p.12). 16. TR (task 2 indicates the use of CN: Tariq, Ali &Sadiq p.12). 17. CO (task 5 indicates polite expressions: Please & Thanks p.13). 18. UN (task 3 supports the use of FN: Ann & Ben Wood p.14) CO (task 2 supports the use of polite expressions: Excuse me p.15).

Comments	<ul style="list-style-type: none"> ✓ PO= 0 ✓ ACH= 0 ✓ HE= 4 ✓ ST= 1 ✓ SD= 1 ✓ UN= 11 ✓ BE= 3 ✓ TR=16 ✓ CO= 4 ✓ SE= 5
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
Rubric Analysis (Grade 8B)	
Unit Title	<i>The world of food</i>
Unit number	9
Passage	<ol style="list-style-type: none"> 1. TR (the use of CN: Yasmmeen, Haifawi& Adnan p.16). 2. TR (the passage indicates mentioning names of Arabic food: Kababs p.16). 3. CO (the passage indicates polite expression: So please get me & Thanks p.16). 4. SD (the aim of the passage to indicate independency in making a shopping list); BE (supports being responsible p.16).
Picture	<ol style="list-style-type: none"> 1. BE (picture indicates a loving & responsible family p.17). 2. UN (the picture of the Indian lady supports being open minded about Indians clothes p.19). 3. HE (the picture indicates cheerful girls p.24). 4. UN (the picture of nature indicates a place of beauty and peace); SE (clean environment p.25).

Activity	<ol style="list-style-type: none"> 1. TR (task 1/1 A indicates the use of CF: Kebabs p.17). 2. CO (task 1/ 2 B indicates a polite expression: could you get me ...please p.17). 3. CO (task 1/3 B could you get me ...please p.17). 4. TR (task 3 the use of CN: Adnan); SD (indicates independency in making a shopping list p.17). 5. TR (task 4 supports the use of CN: Haifawi, Adnan &Yasmmen p. 17). 6. UN (task 2 indicates open minded in learning about other countries: Brazil, India etc....); SD (the task indicates intellectual thinking of what each country produces p.19). 7. TR (task 1 indicates respect to culture “talk about Palestine. Say what it produces” p.20). 8. UN (task 3 sentences supports being knowledgeable and open minded about other countries main production p.20). 9. UN (task 3 targets a foreigner author for the passage: Julie Good which indicates being broad minded about other countries main productions); TR (the passage mentions an Arabic country: Kuwait p.20). 10. TR (task 1 indicates commitment in mentioning the main production of Palestine p.21). 11. UN (task 2 & 3 supports being knowledgably about Foreigners countries: Canada & India p.21). 12. UN (task 4 supports learning about food from other countries p.21). 13. TR (task 4/2 indicates the use of Arabic food: Kebabs & Kufta p.22). 14. TR (task 1 indicates knowledge about Kuwait country p.23). 15. SD (task 3 indicates independency in choosing your favorite food p.23). 16. UN (task 3/2 indicates information about different cultures); CO (task 3/6 A indicates polite expressions: “Excuse me...can you help” p.24). 17. CO (task 4 indicates being polite with others by offering them things to eat & drink); (the task consists of polite expressions: Please & thanks p.24). 18. UN (task 2 choice of poem is by a foreigner: Ivy O. Eastwick p.25). 19. UN (task 3 teaches about Italian food p.26). 20. TR (task 1 respects Arabic food: Kababs & Kunafeh); SD (teaches independence in choosing ones favorite picnic food p.27). 21. TR (task 5 indicates the use of CN: Mahmoud p.27).
Comments	<ul style="list-style-type: none"> ➤ PO= 0 ➤ ACH= 0 ➤ HE= 1 ➤ ST= 0 ➤ SD= 5 ➤ UN= 10 ➤ BE= 2 ➤ TR= 12 ➤ CO= 5 ➤ SE= 1











Rubric Analysis (Grade 8B)	
Unit Title	Back home in Palestine
Unit number	10
Passage	<ol style="list-style-type: none"> 1. TR (the title indicates commitment to traditional culture “Back home in Palestine” p.28). 2. TR (the passage mentions CN characters: Ahmad, Omar, Adnan, Yasmmen, Rania, Nazmi, Ameer, Deema, Ali, Hazem& Sameer p.28). 3. TR (the passage picnic theme takes place near Jericho p.28).
Picture	<ol style="list-style-type: none"> 1. UN (the picture indicates a word of beauty); SE (a clean area & stability of relationships); HE (cheerful people who are enjoying life); TR (cultural event of gathering families p.29). 2. UN (the picture of two foreigners tourists indicates broad minded) & HE (the pic also indicates cheerful people who are enjoying life p.31). 3. TR (the picture of Palestinians map indicates respect to culture); HE (the pic of the man swimming by the Dead Sea indicates joyful life and happiness); ST (the Palestinian map indicates intellectual thinking of locating Palestinian places p.31). 4. ACH (the games of Tel Frik indicate accomplishment of excitement tour games p.32). 5. TR (the picture indicates respect for tradition by presenting all Jericho famous places p.32). 6. TR (the use of Palestine map to indicate locations p.37). 7. SE (the picture shows a clean area); HE (people enjoying life); BE (friendship); UN (indication of a world of beauty and peace p.38). 8. BE (picture A indicates friends p.39). 9. HE (picture B indicates cheerful teenagers p.39).

Activity	<ol style="list-style-type: none"> 1. TR (task 5 part A: the use of CN: Mohamad&Gazawi p.29). 2. TR (the use of CN: Deema, Nazmi, Omar & Ahmad p.29). 3. TR (task 1 the use of CN: Rania & CP: Jerico p.30). 4. TR (task 2/3 the use of CN: Omar, 2/5: Hazem, 2/6: Sameer p.30). 5. TR (task 3 the use of CN: Kamal) & CO (polite expressions: sorry that's wrong, try again p.30). 6. TR (task 2/1 part A the use of cultural places: Dead Sea p.31). 7. TR (task 2/2 A: Jericho p.31). 8. TR (task 2/4 part B: Palestine p.31). 9. TR (task 2 indicates the use of CP; Jericho & CN: Adnan, Yasmmeen p.32). 10. TR (task 2 passage indicates respect to culture by choosing Jericho As "the City of palm Trees" as a task p.32). 11. TR (task 1 emphasizes learning about Jericho city p.33). 12. SD (task 4 supports independence in reflecting and imaginative of being a reporter or a tourist p.33). 13. TR (task 4 respect of culture in asking to report about Palestine p.33). 14. TR (task 1 indicates the use of CN" Fareeda & Fuad) & (CP: Jericho p.34). 15. TR (4/5 part A indicates respect of culture in mentioning: OumKalthoum p.34). 16. TR (task 1 indicates the use of CP: Jericho p.35). 17. UN (task 3 emphasizes the use of FN: Tina & Jack p.35). 18. TR (the use of CP: The Dead Sea & Jericho p.35). 19. SD (task 4 supports the intellectual thinking & imaginatively in describing things or people to others p.35). 20. TR (task 1 the use of CN: Ahmad, Ali, Fareed&Fuad p.36). 21. TR (task 1 & 2 indicates the use of CP: Amman, Jerusalem & Jordan etc... p.37). 22. UN (task 3 indicates the use of FN: jack & Tina p.37). 23. TR (task 2 the use of CN: Fareeda, Mahmoud, Tariq &Sameera etc... p.38). 24. TR (task 4 the use of CN: Khalid, Fuad, sajed& Tariq p.38). 25. TR (task 1 & 2 indicates the use of CN: Muneera, Rania, & Ahmad etc...); SD (these two tasks supports imagination p.39). 26. TR (task 3/2 indicates the use of CN: Deema p.39).
Comments	<ul style="list-style-type: none"> ✚ PO= 0 ✚ ACH= 1 ✚ HE= 5 ✚ ST= 1 ✚ SD= 3 ✚ UN= 5 ✚ BE= 2 ✚ TR= 29 ✚ CO= 1 ✚ SE= 2

Rubric Analysis (Grade 8B)	
Unit Title	A Palestinian wedding
Unit number	11
Passage	<ol style="list-style-type: none"> 1. TR (The title indicates a cultural event: A Palestinian wedding p.40). 2. UN (the passage indicates FN: Mike & Tina). 3. UN (the passage indicates being open minded in theme "Mike & Tina are visiting the Kamal's" p.40). 4. CO (the passage indicates polite expressions: No, thanks, Mrs. Kamal. I'm full" p.40). 5. TR (the passage mentions Arabic cultural concepts of a wedding: Dabka, Sahra&Zaffa p.40). 6. TR (the passage consists of CN: Kamal's & Sami p.40). 7. CO (the passage consists of polite expressions: Thanks but... p.40).
Picture	<ol style="list-style-type: none"> 1. HE (pic A indicates happiness) & TR (a cultural Arab wedding p.41). 2. ST (pic B indicates mature love), TR (a cultural Arab wedding), HE (happy people in the wedding who are enjoying life p.41). 3. TR (pic C indicates a cultural Dabka & the division of men and women in weddings); HE (also it presents happy people who are enjoying life p.41). 4. TR (the pic indicates respect of religion by wearing Hijab); CO (politeness in offering cake to others p.42). 5. ST (pic 2 presents mature love p.43). 6. HE (pic 1 presents people enjoying life) & UN (indicates open minded of cultural clothes and dances p.43). 7. SE (pic 3 indicates stability of relationships and families); BE (loving family p.43). 8. UN (pic 4 & 5 presents understanding of other cultures and norms p.43). 9. ST (the picture of two couples presents mature love p.44). 10. HE (the family picture presents happiness); BE (a loving family); SE (stability of relationships); SD (indicates taking responsibility p.49). 11. HE (pictures indicates a cheerful working lady p.53). 12. ACH (the picture indicates accomplishments of having a job) & HE (cheerful workers) & UN (using multimedia in communication p.57)

Activity	<ol style="list-style-type: none"> 1. TR (task 1/1 A indicates the use of CN: Adnan & 1/2 A: Rania p.41). 2. TR (task 3 the use of CN: Nadia); UN (the use of FN: Mike & Tina); TR (indicating Arab culture Zaffa p.41). 3. CO (task 1 presents polite expressions: “Yes, please” & “Thank you” p.42). 4. CO (task 1/ 4 indicates “when we accept an offer, we can say this more politely with: Yes, please or thank you, but”) & (task 1/5 “when you do not accept an offer, we can say this more politely with: “yes, please “or Thank you, but p.42). 5. UN (task 2 indicates the use of FN: Tina & Mike) & TR (indicates the use of CN: Mrs. Kamal p.42). 6. CO (task 3 presents polite offers: “would you like a sandwich & would you like to watch a DVD” p.42). 7. TR (task 2/1 A & B indicates respect of religion and culture); UN (2/5 A presents a cultural act in Japan); CO (2/6 presents a polite request “please show us your beautiful wedding” p.43). 8. UN (task 2 passage presents understanding of other wedding cultures “Philippines, Spain, Scotland p.44). 9. TR (the passage presents respect to Palestinian weddings “bread dough” and what it means in a wedding p.44). 10. UN (task 1 emphasizes in being open minded for other culture weddings); TR (presenting Palestinian culture wedding as well p.45). 11. UN (task 2 A presents the use of being open minded of other customs “ Do you know customs from (Arab countries/ East Asia/ Europe”); CO (2 B presents a polite expression “ would you like to hear about it?” p.45). 12. TR (task 4 indicates respect to tradition “Describe customs in Palestine”p.45). 13. SD (task 4 indicates independency, imaginative & intellectual thinking p.47). 14. SD (task 1 indicates independency in planning a trip); BE (offering to help your neighbor p.48). 15. CO (task 1/ 2 consists of polite offer “would you like to go round town with me” p.48). 16. SD (task 3 presents “to do list” this indicates taking independency) & BE (responsibility p.49). 17. UN (task 4 presents the use of FN: Robert p.49). 18. TR (task 2 indicates the use of CN: Ahmad, Omar, Ali, Fuad& Kamal p.50). 19. TR (task 3 indicates the use of CN: Rania, Sami, Nadia & Hassan) UN (the use of FN: Tina p.50). 20. TR (task 5 the use of CN: Sami & Yasmeen) & UN (the use of FN: Mike & Tina p.50). 21. UN (task 4 indicates the use of FN: Jo & Jack p.51). 22. SD (writing tasks 1- 4 present independency in choice and thoughts p.51).
Comments	<ul style="list-style-type: none">  PO= 0  ACH= 1  HE= 7  ST= 3  SD= 5  UN= 15  BE= 4  TR= 18  CO= 9  SE= 2

Rubric Analysis (Grade 8B)	
Unit Title	Finding out about names
Unit number	12
Passage	<ol style="list-style-type: none"> 1. TR (the use of CN: Yasmmeen & Khalid Haifawi p.52). 2. UN (the use of FN: Rose Hill p. 52). 3. UN (theme of the conversation passage is informing different peoples name. p.56). 4. CO (the use of polite expressions through the passage p.52).
Picture	<ol style="list-style-type: none"> 1. UN (pic 2 indicates open minded theme of two ladies communicating p.53). 2. TR (the picture presents girls wearing Hijab p.54). 3. UN (the pic indicates different people communicating each other); ACH (the pic also indicates accomplishment of humans in communication means: Computers, Phones, head phones & cell phones p.57). 4. UN (the picture indicates open minded of two genders having a conversation p.58). 5. TR (the pic of the girls indicates religion in wearing Hijab p.59). 6. SD (the pic indicates independency of a working women p.61).

Activity	<ol style="list-style-type: none"> 1. UN (task 1/1 A the sue of FN: carol Lindsey p.53). 2. TR (1/3 A the use of FN: Shawa& Susan p.53). 3. UN (task 3/ 6 presents the use of FN: Rose p.53). 4. TR (task 1/3 the use of CN: Yasmeen p.54). 5. CO (task 2/1 indicates polite expressions: I'm sorry to call Yasmeen in the evening like this") & UN (the use of FN: Rose p.54). 6. CO (task 3/1 indicates polite sentences: Thank you very much & Your very welcome" p.54). 7. TR (the use of CN: Fuad in task 2/ 1 A; Sameera& Tariq in 2/2 A; Hassan in 2/ 3 b p.55). 8. TR (task 4 indicates the use of CN: Hisham Al- Qudsi); UN (indicates FN: Anna, Peter Wood & Barbara...etc p.55). 9. UN (task 2 indicates the use of FN: Julia Romano. Lucy & Tina p.56). 10.TR (the use of CN: Adnan & Emma Baker p.56). 11.TR (task 1 & 2 indicates the use of CN: AdnanaHaifawi); UN (the use of FN: Tina Johnson, Romano & Dan p.57). 12.SD (task 4 part 1 & 2 indicates independence of thought and opinions p.57). 13. TR (task 1 the use of CN: Yasmmeen); UN (the use of FN: Marry Jane & Helen Ann p.58). 14.TR (task 2 indicates the use of CN: Yasmeen); UN (the use of FN: Rose) CO (polite expressions: Thank you very much & I'm sorry p.58). 15.CO (task 3 indicates the use of polite requesting "could I have Please"); UN (the use of FN: Rose Hill p.58). 16.TR (task 4 indicates the use of CN: Omar & Yasmeen p.58). 17.TR (task 2 presents the use of CN: Emma); UN (the use of FN: Cook, Helen & Lucy p.59). 18.TR (task 3 indicates the use of CN: Mona, Deema& Rania p.59). 19.UN (task 1 indicates the use of FN: Rose, Kraft & Ben p.60). 20.UN (task 2 indicates the use of FN: Hill, Cook & Peter); CO (indicates polite request expressions "Could you put Rose on the phone, please", Thank you, I'm sorry p.60). 21.UN (task 5 indicates the use of FN: Allen, Cook & Jarrett) & CO (the task also indicates polite expressions "Thank you & could you spell that, please p.61). 22.UN (task 2 indicates the use of FN: Jarrett p.62). 23.UN (task 4 indicates the use of FN: Cook, Allen & Sally Green p.62). 24.SD (the aim of task 4 is independency in writing formal letters p.62). 25.UN (task 1 indicates the use of FN: Sally, Jarrett & Rose) & SD (task 1 aims in independency when writing formal letters p.63).
Comments	<ul style="list-style-type: none">  PO= 0  ACH= 1  HE= 0  ST= 0  SD= 4  UN= 21  BE= 0  TR= 14  CO= 7  SE= 0

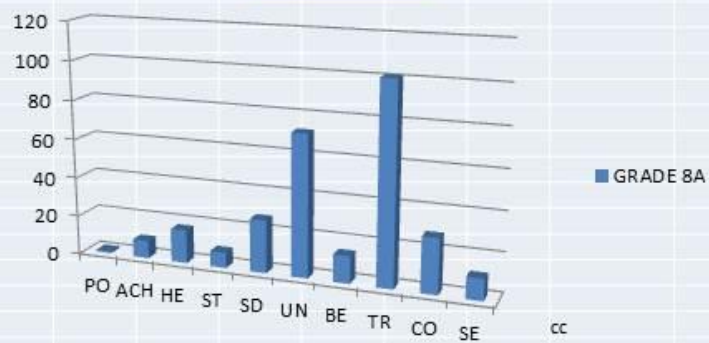
Rubric Analysis (Grade 8B)	
Unit Title	When Islam came to Spain
Unit number	13
Passage	<ol style="list-style-type: none"> 1. TR (the title “When Islam came to Spain” indicates commitment of religion and culture p.64). 2. TR (the use of CN: Sami p.64); UN (the use of FN: Mike). 3. BE (passage theme is about friendship checking on each other and helping with homework p.64). 4. TR (the passage theme is about “Islamic Spain” which indicates respect to culture p.64). 5. ST (the passage indicates a challenged boy who needs to finish his homework p.64). 6. ACH (the passage indicates the Muslims success in Spain); TR (the choice of mentioning Arabic famous figures “Al Khatib&Alzahrawi); PO (the passage and title indicates the social power of Muslims in Al- Andalus p.68). 7. TR (the passage also indicates the use of cultural locations: Baghdad & Cordoba p.68).
Picture	<ol style="list-style-type: none"> 1. SE (the pic indicates a clean room); SD (intellectual image of a boy studying and doing homework); ST (the pic indicates ambitious student for studying p.65). 2. SD (the pic indicates a self-discipline boy in using an alarm clock p.66). 3. ACH (the pic indicates the accomplishments of Muslims in Spain “beautiful mosques”); UN (open minded about Muslims achievements in Spain “; SD (the passage also indicates exploring and intellectual thinking of Muslims accomplishments p.69). 4. SD (the pic indicates exploring & intellectual thinking of different places and weathers of nature p.73). 5. UN (the pic indicates a nature of beauty and peace p.74). 6. TR (the picture of a mosque presents respect to religion p.75). 7. ACH (the picture of the mosque of Cordoba presents accomplishments of the Muslims) & TR (respect to culture and religion p.75).

Activity	<ol style="list-style-type: none"> 1. TR (task 1/1 A indicates the use of CN: Tariq &Fuad p.65). 2. UN (task 3 indicates the use of FN: Mike); TR ([side notes indicates respect of culture in bringing the great leader: Tariq IbnZaid” p.65). 3. CO (task 2 indicates self-discipline p.66). 4. TR (task 2/1 A indicates the use of CN: Munner); ST (task 2/2 B indicates ambitious p.67). 5. SD (task 4 indicates independency in doing projects) & UN (the use of FN: Mike p.67). 6. UN (task 2 questions emphasizes being open minded about Muslims accomplishments in Spain p.68). 7. SD (task 3 indicates exploring the success of Muslims in Spain till this day p.68). 8. ACH (task 1 emphasizes the success of Muslims in Spain p.69). 9. SD (task 4 indicates imagination “thinking about going back in time in the Muslims world p.69). 10. BE (task 3 indicates responsibility of jobs around the house p.70). 11. SD (task 4 indicates independence of thoughts in favoring jobs p.70). 12. BE (task 2/1 A in Text 1 indicates responsibility); UN (the use of FN: Mike) & SD (exploring Muslims success in Spain p.71). 13. CO (task 3 supports the use of polite expressions “ Could you turn ..., please” & “thank you “ p.71). 14. UN (the use of FN author for the poem: John Kitching p.73). 15. UN (task 2 the use of FN: Mike); ACH (indicates the success of Muslims in Spain; TR (respect of culture in indicating famous Muslims figures: Tariq IbnZiyad & IBnNusayr ...etc p.74). 16. UN (task 3 the use of FN: Mike); ACH (task indicators the accomplishment of Muslims in farming in Al- Andalus); TR (respect of culture in the choice of title and passage “Farming in Al- Andalus p.74).
Comments	<ul style="list-style-type: none"> ✓ PO= 1 ✓ ACH= 6 ✓ HE= 0 ✓ ST= 3 ✓ SD= 9 ✓ UN= 10 ✓ BE= 3 ✓ TR= 12 ✓ CO= 2 ✓ SE= 1

GRADE 8 B

	UNIT 8	UNIT 9	UNIT 10	UNIT 11	UNIT 12	UNIT 13	SUM VALUE
PO	0	0	0	0	0	1	PO 1
ACH	0	0	1	1	1	6	ACH 9
HE	4	1	5	7	0	0	HE 17
ST	1	0	1	3	0	3	ST 8
SD	1	5	3	5	4	9	SD 27
UN	11	10	5	15	21	10	UN 72
BE	3	2	2	4	0	3	BE 14
TR	16	12	29	18	14	12	TR 101
CO	4	5	1	9	7	2	CO 28
SE	5	1	2	2	0	1	SE 11

GRADE 8B



1.2 Table grade 9A/ 9B

Rubric Analysis (Grade 9A)	
Unit Title	Getting to Palestine
Unit number	1
Passage	<p>13. TR (the title indicates commitment to culture in choosing the topic p.4).</p> <p>14. TR (the passage theme is about Yafawi family visiting back home to Palestine in Gaza p.4).</p> <p>15. TR (the use of CN: Yafawi, Hadeel, Rami Basim, Nada & Nidal p.4).</p> <p>16. HE (Yafawi family spending summer holidays and travelling indicates a family who's happy and enjoying life p.4).</p> <p>17. SD (Both Hadeel & Nidal are traveling alone to Gaza this indicates independence and choosing ones goal p.4).</p> <p>18. CO (the passage supports the use polite expressions: "Thank you, Uncle Basim, Aunt Nada. It's lovely to be here" p.4).</p> <p>19. TR (the passage mentions Jerusalem city, Dome of the Rock, Nablus & Palestinian food p.8).</p> <p>20. CO (self-discipline of following schedules p.8).</p> <p>21. ACH (the soup factory in Nablus & the museum indicates success and accomplishments p.8).</p>
Picture	<p>9. TR (picture 1 indicates an act of religion by wearing Hijab by Hadeel & the flight attendance); BE (siblings travelling together indicates love and responsibility); SD (the two teenagers traveling alone also indicates independency of personalities); ST (the picture also indicates excitements in travelling p.4).</p> <p>10. HE (picture 2 indicates act of religion in wearing Hijab); HE (picture 2 indicates that MR. Basims family are happy to meet their family); TR (Aunt Nada's Hijab indicates act of religion); UN (the airport's picture also indicates open minded people who are traveling); ST (travelling indicates a varied and a challenged life p.5).</p> <p>11. TR (pic 1 indicates respect to culture and religion of the old city); ACH (picture 2 indicates sense of accomplishments in developing a museum); TR (picture 3 indicates culture and tradition of Palestine p.8).</p> <p>12. SD (the picture of the two boys getting directions indicates independency in characters p.9).</p> <p>13. ACH (the picture of the police officer indicates achievement and success p.11).</p> <p>14. ST (the picture indicates excitements in travelling); TR (respect of religion in wearing Hijab); BE (a loving and a responsible families p.13).</p>

Activity	<ol style="list-style-type: none"> 1. TR (task 3 indicates the use of CN: Hadeel&Nidal p.5). 2. TR (task 1 indicates the use of CN: Nidal&Nidal p.6). 3. TR (task 2 indicates the use of CN: Nidal&Hadeel); (the use of cultural cities Gaza & Jerusalem p.6). 4. BE (task 4 B “I’m helping my mum with the housework”); CO (4 B also indicates the use of polite expressions “Thanks very much” p.6). 5. TR (task 2/ 2 A indicates respect to culture Palestinian food); (the use of CN: Mona p.7). 6. CO (task 2/ 3 B presents polite expression “yes, please do” p.7). 7. TR (task 4 indicates the use of cultural cities: Nablus & Hebron...etc p.7). TR (task 1/ 2 presents the use of CN: Hadeel&Nidal p.8). 8. TR (task 2/ 3 indicates the use of Palestinian cities: Nablus); (the use of CN: Rami, Nidal&Hadeel p.8). 9. CO (task 1 the schedule indicates self-discipline in following plans); TR (the task indicates respect to tradition in mentioning main tradition places in Nablus: city center, soap factory & restaurant p.9). 10. TR (task 2 indicates the use of Palestinians cities: Jerusalem p.9). 11. UN (task 4 supports being open minded in dealing with tour groups) & SD (indicates independency in planning what should a tourist see and know about Palestine p.9). 12. TR (task 1 indicates the use of CN: Hadeel, Nidal& Rami p.10). 13. TR (task 2 indicates the use of CN: Hadeel, Nidal& Rami p.10). 14. TR (task 3 indicates the use of CN: Hadeel&Nidal p.10). 15. TR (task 1 indicates respect to culture in using Palestinian cities: Jerusalem p.11). 16. TR (task 2 indicates the use of CN: Hadeel&Nidal in Palestine p.11). 17. UN (task 3 presents the use of FP: London) & TR (the use of Cultural places and names: Gaza and Hisham p.11). 18. UN (task 4 indicates the use of FP: New York p.11). 19. TR (task 1 indicates the use of CN: Nida&Hadeel& CP: Palestine p.12). 20. CO (task 2 indicates self-discipline in presenting flights timing); UN (directs to open minded of time travelling and time tracking & the use of FP: London); TR (indicates respect to culture in presenting Gaza flight p.12). 21. CO (task 3 indicates self-discipline in following travel plans); TR (indicates the use of CN: Anwar & CP: palestine); UN (indicates open minded in travelling different places: San Francisco, Los Angeles & New York); SD (indicates independency in travelling alone and following schedules p.12). 22. TR (task 3 presents the use of CN: Hadeel&Nidal) & CO (presents polite expressions: “it was fine, thanks” p.13). 23. TR (task 5 indicates the use of CN: Basim, Ahmad, Nidal& Rami p.13). 24. TR (task 1 indicates the use of CN: Basim, Nidal& Rami p.14). 25. SD (task 3 indicates independency in writing Emails) & TR (presents the use of CN: Hadeel p.14). 26. SD (task 1, 2, & 3 encourages students to be independent in planning schedules); CO (indicates self-discipline in following schedules p.15).
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Comments	<ul style="list-style-type: none"> ➤ PO= 0 ➤ ACH=3 ➤ HE= 3 ➤ ST= 3 ➤ SD= 7 ➤ UN= 6 ➤ BE= 3 ➤ TR= 31 ➤ CO= 9 ➤ SE= 0
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Rubric Analysis (Grade 9A)	
Unit Title	I feel home already!
Unit number	2
Passage	<p>9. HE (the title indicates sense of happiness “I feel at Home already” p.16).</p> <p>10.TR (the use of CN: MR. Qadri, Lana &Waleed p.16).</p> <p>11.CO (the theme of the passage is about self-discipline “so there’s a lot to do by next Saturday! Let’s make a list”).</p> <p>12.CO (another aim in the lesson is respecting and being polite to elders p.16).</p> <p>13.BE (the lesson indicates love and holding responsibility to younger kids where all share in helping out p.16).</p> <p>14.SD (the lesson also indicates independency for the kids when helping out house chores “We’ve finished just in time” p.16).</p> <p>15.HE (the title of the passage “Home is a special place” indicates happiness to the readers p.20).</p> <p>16.HE (the themes of the passage are pleasure and happiness in our homes); Ach (success in hoe people moves from caves to modern buildings); SE (the idea of hoe our homes provide safety and stability to us p.20).</p>

Picture	<ol style="list-style-type: none"> 7. CO (the “to do list” chart indicates self-discipline) & SD (independency) p.16). 8. BE (the gathered family picture indicates love, responsibility & helping elders p.17). 9. HE (the picture also indicates a happy family p.17). 10. SE (the picture indicates a clean & a neat room& stability of relationships p.17). 11. CO (the picture presents respect and obedient & honoring parents and elder’s p.17). 12. TR (the picture also presents an act of religion in wearing Hijab p.17). 13. BE (“To do list chart” indicates taking responsibility); SD (independency); CO (self-discipline p.18). 14. ACH (the picture indicates accomplishment of humans in building modern buildings and moving from caves); SE (these different homes present a safe and a clean environment p.20). 15. TR (the picture of a Palestinian house indicates respect and commitment to culture p.21). 16. ST (the picture of a new home to a couple indicates excitements & mature love) & SE (a clean and safe place); TR (the act of wearing Hijab indicates respect to religion p.22). 17. CO (the different watch pictures indicate self-discipline and time tracking p.24). 18. TR (the picture presents respect to religion in wearing Hijab); BE (it shows affection and love to a family p.24). 19. UN (the picture of the school indicates a world of peace and beauty); SE (the picture also presents a clean and neat environment); CO (going to school presents self-discipline p.25).
Activity	<ol style="list-style-type: none"> 26. CO (task 1/ 1 B indicates polite expressions “Over there, please” p.17). 27. CO (task 1/ 4 A & B presents self-discipline in time tracking p.17). 28. ACH (task 1/ 5 A indicates success of mankind where we can visit the world by plans p.17). 29. TR (task 3 indicates the use of CN: Qadari family &Waleed p.17). 30. TR (task 1 presents the use of CN: Qadari p.18). 31. TR (task 2 indicates the use of CN: Qadari, Lana &Waleed p.18). 32. TR (task 3 presents CN: Qadari&Waleed p.18). 33. TR (task 4 indicates the use of CN: Fuad, Mona, Tariq &Muneera p.18). 34. SE (task 2/ 1 B presents safety.19). 35. HE (task 2/ 3 part A & B indicates happiness p.19). 36. TR (task 4 presents the use of CN: Qadari family p.19). 37. SD (task 4/ 1 indicates independency in thoughts and being able to think for yourself p.21). 38. TR (task 4/ 2 presents respect to norms and tradition p.21). 39. SE (task 4 indicates safety p.22). 40. TR (task 2 indicates the use of CN: Qadari family p.23). 41. TR (task 1 presents the use of CN: Waleed, Lana& Mr. & Mrs. Qadari p.24). 42. BE (task 1/ 3 & 1/ 4 indicates helping others and taking responsibility) & TR (the use of CN: Waleed&lana p.24). 43. TR (task 3 indicates the use of CN: Mr. & Mrs. Qadari, Lana &Waleed p.24). 44. BE (in task 2 the poem lines 5-7 indicates loving others) & helping one another p.25). 45. CO (task 4/ 1 presents being polite & self-control p.25). 46. UN (task 4/ 2 indicates wisdom and logic thinking of what makes a good community p.25). 47. TR (task 2 indicates the use of CN: Waleed p.26). 48. TR (task 2/ 4 indicates the use of CN: Lana &Waleed p.26). 49. SD (task 1 in writing about oneself in doing something new recently indicates independency); ACH (accomplishments p.27). 50. TR (task 1/ 2 presents a cultural food: Humus p.27). 51. SD (task 2 shows independency in thoughts); TR (indicating culture in presenting Humus & Ach (it presents success p.27).











Comments	<ul style="list-style-type: none"> ❖ PO= 0 ❖ ACH= 5 ❖ HE= 5 ❖ ST= 1 ❖ SD= 6 ❖ UN= 2 ❖ BE= 6 ❖ TR= 20 ❖ CO= 10 ❖ SE= 7
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Rubric Analysis (Grade 9A)	
Unit Title	Be fit, but be safe
Unit number	3
Passage	<p>9. SD (the title indicates choosing goals) & SE (being safe p.28).</p> <p>10.TR (the passage indicates the use of CN: Waleed p.28).</p> <p>11.UN (the passage emphasizes the use of FN: Jami) & (is about a friendship between Waleed& Jami p.28)</p> <p>12.SE (the theme of the passage presents how to be safe); BE (having responsibility, & help towards friends p.28).</p> <p>13.CO (the passage presents some polite expressions “so next, please run round the pitch”p.28).</p> <p>14.SD (the passage indicates directions to healthy choices); SE (being safe and healthy p.32).</p> <p>15.UN (the passage presents the use of FN: Jamie Smith p.32)</p>
Picture	<p>1. SE (the picture presents a clean environment & safety p.29).</p> <p>2. BE (the picture indicates helping and having responsibility towards friends and others p.29).</p> <p>3. TR (the picture presents act of religion in warning a Hijab by the girls) & UN (where three Hijabi girls are playing volley ball); HE (the picture presents happy and cheerful girls) p.30).</p> <p>4. ACH (the picture presents a successful guest “Doctor”& HE (a happy guest p.31).</p> <p>5. HE (the picture indicates a happy and cheerful girl); ST (excitement); SD (independent teenager’s in choosing goals p.32).</p> <p>6. TR (the picture presents some girls wearing Hijab); UN (the class is a mixture of female and males); CO (the students in the picture present self-control and self-discipline in front of speaker’s p.33).</p> <p>7. HE (the pictures indicates different activities which indicates happiness and a joyful life p.34).</p> <p>8. ST (picture A indicates excitement p.35).</p> <p>9. HE (these pictures presents different activities which indicates enjoying life) & SD (they also indicate independency in choosing goals p.35).</p>











Activity	<p>22. BE (task 1/ 2 A presents offering help to friends p.29).</p> <p>23.UN (task 3 indicates the use of both CN: Waleed& FN: Jamie p.29).</p> <p>24.TR (task 2 emphasizes the use of CN: Waleed, Majed& Yasser p.30).</p> <p>25.TR (task 3 indicates the use of CN: Reema, Sameera& Lana p.30).</p> <p>26.UN (task 4 presents the use of FN: Dr. Blake) & SD (the task idea is to direct students in choosing healthy goals p.31).</p> <p>27.UN (task 2 presents FN: Julie Nixson, Dr. Blake & Jamie p.32).</p> <p>28.UN (task 4 presents the use of FN: Julie, Jamie & Blake p.33).</p> <p>29.SE (task 4 indicates safety p.33).</p> <p>30.TR (task 1 presents the use of CN: Majed p.34).</p> <p>31.UN (task 2/3 presents the use of FN: Dr. Blake p.34).</p> <p>32.SE (task 2 idea is about being safe p.34).</p> <p>33. HE (task 3 presents different activities which are indicators to enjoying life) & SD (it also presents independency in choosing goals p.34).</p> <p>34.SE (task 1/1 & 1/ 2 presents safety p.35).</p> <p>35.UN (task 2 indicates the use of FN: Mary Allan) & CO (the use of polite expressions “thank you” p.36).</p> <p>36.UN (task 3 & 4 presents the use of FN: Dr. Blake p.37).</p> <p>37.UN (task 2 presents the use of FN: Dr. Blake, Kate & Steve p.38).</p> <p>38.UN (task 1/ 1 presents the use of FN: Steve & Kate p.39).</p>
Comments	<ul style="list-style-type: none"> ➤ PO= 0 ➤ ACH= 1 ➤ HE= 6 ➤ ST= 2 ➤ SD= 6 ➤ UN= 13 ➤ BE= 3 ➤ TR= 6 ➤ CO= 3 ➤ SE= 6

Rubric Analysis (Grade 9A)	
Unit Title	A great leader
Unit number	4
Passage	<ol style="list-style-type: none"> 1. SD (the title “A great Leader” indicates courageous & curiosity p. 40). 2. UN (the passage presents the use of FN: Jamie). 3. UN (the passage is about a friendship between a foreigner and Waleed p.40). 4. TR (the passage presents the use of CN: Waleed p.40). 5. ACH (the passage theme is about great leaders such as: Alexander the Great, Mandela, Gandhi & Arafat p.40). 6. TR (the passage emphasizes about the great leader “Salah Al- Din” p.40). 7. PO (the passage also presents power in mentioning the achievement of Salah Al-Din p.40). 8. TR (the passage title “Salah Al- Din” indicates commitment to culture and religion p.44). 9. ACH (the passage presents the accomplishments of this Islamic leader); PO (the power and public image that he preserved); SD (this leader presents courageous p.44). 10.TR (the passage also presents the name of the prophet Mohammad (peace be upon him) & the

	Battle of Hittin p.44).
Picture	<p>7. TR (the picture presents act of religion in wearing Hijab by some girls in the bus) & BE (the picture also indicates friendship p.41).</p> <p>8. SD (the pictures of Salah Al- Din indicate courageous); PO (power and authority); TR (respect to culture and Islamic history); ACH (the success that this great leader accomplished p.44 & p.45).</p> <p>9. PO (the picture of these great leaders indicates social power & preserving public image) & ACH (success of these leaders p.46).</p> <p>10. TR (the picture of Yasser Arafat presents respect to culture p.46).</p> <p>11. SD (the picture of the boy searching on his computer indicates independency p.48).</p> <p>12. TR (task 1 pictures presents respect to religion in wearing a Hijab) & HE (happy people who are enjoying life); UN (world at peace and beauty); SE (these picture also presents a clean environment p.49).</p> <p>13. HE (task 4 picture presents happy teenagers p.49).</p> <p>14. TR (the pictures presents commitment to religion in wearing Hijab); HE (happy people who are enjoying life); SE (a clean environment p.50).</p> <p>15. BE (the picture of two boys presents friendship); UN (world of beauty) SE (safe and clean environment p.51).</p>

Activity	<p>19. CO (task 1/ 1 part A & B indicates polite expressions “I’m very sorry: p.41).</p> <p>20. ACH (task 1/ 3 B indicates accomplishments of the leader Alexander p.41).</p> <p>21. UN (task 3 indicates the use of FN: Jamie p.41).</p> <p>22. TR (task 3 presents CN: Salah Al – Din &Waleed p.41).</p> <p>23. TR (task 1 indicates the use of CN: Waleed&Saladine p.42).</p> <p>24. UN (task 1 presents the use of FN: Jamie p.42).</p> <p>25. TR (task 2/ 2 A presents respect to Religion in mentioning the prophet Mohammad (peace be upon him) p.43).</p> <p>26. TR (task 2/ 2 B presents respect to religion p.43).</p> <p>27. TR (task 2/ 5 A & 2/ 7 B indicates respect to culture in presenting Salah Al- Din) & ACH (these tasks presents his achievements p.43).</p> <p>28. TR (task 4/ 1 also indicates respect in mentioning a great leader “Salah Al- Din” p.43).</p> <p>29. TR (task 2 presents the use of cultural names: Salah Al- Din p.44).</p> <p>30. SD (task 4 indicates intellectual, logic thinking and independency in thoughts p.45).</p> <p>31. TR (task 2 presents Arabic leaders: Yasser Arafat) & UN (and other great leaders such as: Gandhi & Mandela p.46).</p> <p>32. ACH (task 1 emphasizes on the achievements of Salah Al -Din) & TR (in presenting an Islamic leader p.47).</p> <p>33. TR (task 2 presents commitment in presenting Arabic countries and cities: Jerusalem, Syria, Yemen & Islamic leader: Salah Al- Din p.47).</p> <p>34. TR (task 3 emphasizes in presenting the great leader: Salah Al- Din p.47).</p> <p>35. TR (task 1 presents the use of CN: Yasser Arafat &Waleed p.48).</p> <p>36. TR (task 2 presents an Islamic leader: Salah Al- Din p.48).</p> <p>37. TR (task 3 presents the use of CN: Ali & Lana p.48).</p> <p>38. UN (task 4 indicates the use of FN: Jamie) & TR (the use of CN: Lana, Lisa &Waleed p.49)</p> <p>39. UN (task 5 indicates the use of FN: Jamie p.49).</p> <p>40. UN (task 2, 3 & 4 indicates the use of FN: Jamie) & TR (presents Islamic leaders: Salah Al- Din p.50).</p> <p>41. SD (task 1, 2 & 3 encourage students to independency in preparing to tell a story and working alone p.51).</p> <p>42. SD (task 4 presents courageous in indicating a strong character p.51).</p>
Comments	<p> PO= 4</p> <p> ACH= 7</p> <p> HE= 3</p> <p> ST= 0</p> <p> SD= 7</p> <p> UN= 10</p> <p> BE= 2</p> <p> TR= 25</p> <p> CO= 1</p> <p> SE= 3</p>

Rubric Analysis (Grade 9A)	
Unit Title	A day in Istanbul
Unit number	5
Passage	<p>5. ST (the title indicates excitement and challenge: "A day in Istanbul" p.52).</p> <p>6. TR (the passage includes the use of CN: Yafawi, Hadeel, Nidal& Rami p.52).</p> <p>7. CO (the passage includes polite expressions such as: "Thanks & Please" p.52).</p> <p>8. HE (the passage theme is about Yafawi cousins visiting Turkey for a few days which indicate happiness and pleasure) & UN (open minded people who like to travel p.52).</p> <p>9. TR (the picture of Istanbul filled with mosques indicates emphasizes respect to culture and religion p.55).</p> <p>10. ACH (the picture indicates success of modern buildings and mosques) & UN (it also presents world at beauty p.55).</p> <p>11. TR (the passage title is about a cultural country "Istanbul" p.56).</p> <p>12. ACH (the passage theme indicates the accomplishment of "Topkapi" which presents culture p.56).</p> <p>13. TR (the passage also made use of cultural concepts: Sultans, Ottomans & Byzantium p.56).</p>
Picture	<p>5. TR (the picture indicates act of religion by Hadeel and others wearing a Hijab p.53).</p> <p>6. SE (the pictures of the restaurant indicate a clean environment p.53).</p> <p>7. HE (the Yafawi family cousins picture eating cake in Turkey presents happy people who are enjoying life p.53).</p> <p>8. TR (task 2 picture presents commitment in wearing Hijab p.54).</p> <p>9. TR (mosques are indicators to religion) & ACH (the pictures of the mosques indicates sense of accomplishment p.55).</p> <p>10. ACH (the pictures of the mosques indicates sense of accomplishment); UN (these mosques also present world of beauty and peace); TR (mosques are indicators to religion); SE (these pictures present a clean environment p.56).</p> <p>11. UN (the picture present a world at beauty) & SE (a clean environment p.58).</p> <p>12. TR (the map picture presents respect to religion in presenting mosques p.62).</p>

Activity	<p>20.SE (task 1/ 3 A indicates safety p.53). 21.TR (task 3 presents the use of CN: Hadeel p.53). 22.TR (task 2 presents the use of CN: Hadeel& Rami p.54). 23.TR (task 2/ 3 A presents the use of cultural concepts: Istanbul & Ottomans p.55). 24.TR (task 2/ 4 A presents the use of cultural concepts: Byzantium p.55). 25.TR (task 4 presents the use of cultural concepts: Byzantium, Constantinople & Sultan...etc p.55). 26.TR (task 1 present's commitment to culture in presenting information about "Istanbul" p.57). 27.TR (task 3 presents respect to culture in mentioning Concepts: Ottoman Empire, Byzantium & Constantinople p.57). 28.SD (task 5 emphasizes on independency of thought & intellectual thinking) & UN (open minded p.57). 29.CO (task 3/ 4 B presents polite expressions "yes, please" p.58). 30.CO (task 2 emphasizes on the use of polite expressions "Please & Excuse me" p.59). 31.TR (task 4 indicates the use of cultural concepts: Ottomans & Sultan Osman p.59). 32.CO (task 1/3 indicates polite expressions "thanks very much, please & Excuse me") & p.60). 33.CO (task 2 also presents the use of polite expressions "please") & TR (the use of cultural food: Kebabs) p.60). 34.TR (task 3/ 3 presents respect to culture in mentioning Palestinian locations: "Jenin street" & "AL-Quds Hotel" p.60). 35.SD (task 1 location map indicates independency in knowing locations by map p.61). 36.CO (task 4 present polite expressions when asking about something "Could you tell me the way to the information center, please?" p.61). 37.TR (task 3 presents CP: Istanbul p.62). 38.SD (task 1 & 2 indicates independency in planning a tour p.63).</p>
Comments	<ul style="list-style-type: none">  PO= 0  ACH= 4  HE= 2  ST= 1  SD= 3  UN= 5  BE= 0  TR= 20  CO= 6  SE= 4

Rubric Analysis (Grade 9A)	
Unit Title	Palestinian success stories
Unit number	6
Passage	<ol style="list-style-type: none"> 1. TR (the title indicates acceptance of custom and culture “Palestinian success stories” p.64). 2. TR (the passage indicates the use of CN: Rami, Hadeel & Nidal p.64). 3. ACH (the passage presents success of the Palestinians English textbooks which are called “English for Palestine” p.64). 4. UN (the passage theme also indicates being opened minded about the difference between American and Palestinian textbooks p.64). 5. TR (the passage is about Palestinian Stone); (the passage also presents many cultural cities: Holy Land, Bethlehem & Hebron p.68). 6. ACH (the passage indicates success of the Palestinian in accomplishing the stone business p.68).
Picture	<ol style="list-style-type: none"> 7. TR (the picture presents Hadeel in wearing Hijab which indicates an act of religion p.65). 8. SD (the picture also indicates independent teenagers talking about textbooks) & HE (happy teenagers p.65). 9. SD (the picture indicates an independent speaker); CO (self- discipline of the students in listening to the speaker p.66). 10. TR (the picture indicates culture in presenting a Palestinian worker in a marble place .68). 11. TR (the picture indicates a cultural job of a tile plat p.69). 12. TR (the picture indicates respect to religion in wearing Hijab) & UN (open minded in having a conversation with males & females p.73). 13. ACH (the picture indicates accomplishments of different buildings in a Palestinian town) & TR (the picture is about a Palestinian town p.75).
Activity	<ol style="list-style-type: none"> 22. SE (task 1/ 6 A indicates safety p.65). 23. TR (task 3 presents the use of CN: Rami & Hadeel p.65). 24. TR (task 3/ 4 & 3/ 8 emphasizes on respecting the Palestinian identity p.65). 25. TR (task 2 indicates respect to culture in mentioning information about Palestinian marble p.67). 26. TR (task 4 presents the use of CN: ReemaBadawi) & acceptance of culture in mentioning Palestinians marble p.67). 27. TR (task 2 presents information about Palestinian stone production p.69). 28. ACH (task 4 presents successful industries); TR (it presents typical local industries in Palestine: Fishing & Farming) & SD (it indicates independency in thoughts and choosing one goal p.69). 29. ACH (task 2/ 2 presents accomplishments in Palestine p.71). 30. TR (task 2 presents the use of CN: Ahmad, Fatima & Ashraf) & the use of Palestinian cities: Bethlehem p.73). 31. TR (task 3 indicates the use of CN: Ahmad, Ashraf & Fatima p.73). 32. TR (task 2 presents the use of CN: Ahmad p.74). 33. TR (task 3 emphasizes on the use of CN: Ahmad, Fatima & Ashraf) & the use of Palestinian locations: Hisham’s Palace in Jericho p.74). 34. TR (task 4 presents a title in the Palestinian newspaper about Palestine” p.74). 35. SD (task 1 indicates independency of character in learning how to explain to a visitor the old and new parts of the ones city p.75). 36. SD (task 2 shows independency in thoughts) & UN (open minded about different places to advice visitors to visit places in your town p.75).











Comments	PO= 0
	ACH= 5
	HE= 1
	ST= 0
	SD= 5
	UN= 3
	BE= 0
	TR= 19
	CO= 1
	SE= 1













Rubric Analysis (Grade 9B)	
Unit Title	What if?
Unit number	8
Passage	<ol style="list-style-type: none"> 1. TR (passage task 2 the use of CN: Nada&Hadeel p.4). 2. TR (passage task 3 indicating CN: Masri family, Nada &Hadeel p.4). 3. TR (the passage presents the use of CN: Nidal, Nada, Sameera, &Hadeel p.4). 4. BE (theme of the story is being helpful “let’s make lunch for our neighbors, the Masri family. Mrs. Masri is sick” & “if someone is in trouble here, we always feel it’s our duty to help p.4). 5. BE (the passage quiz indicates being responsible & SE (Safety p.8).
Picture	<ol style="list-style-type: none"> 1. SE (pic shows a clean place); HE (pic indicates cheerful people); TR (the hijab of the girls & typical Arabic culture of girls making food p.5). 2. SE (pictures in task 4 indicates safety in different situations) & TR (in one of the pictures it presents a women wearing Hijab p.7). 3. BE (pic 1 indicates loving between a mother and her child & responsibility & SE (pic 1 indicates a clean place p.9). 4. SD (pic 2 indicates independence of people in dangerous events) & SE (pic 2 indicates safety p.9). 5. ST (pic A shows an exciting in life by two actors filming p.12). 6. SE (pic B shows a clean environment) & UN (world at peace and beauty) & HE(pleasure and enjoying life) p.12 7. HE (pic C: football game indicates pleasure and enjoying life p.12). 8. TR (pic D indicates Hijab/religion) & BE (loving & loyal of giving parents a gift) & CO (politeness and honoring parents p.12). 9. BE (pic A indicates helping others; being responsible) & ACH (of building a community health care p.13). 10. ACH (pic B accomplishment of creating a community of sports center & HE (enjoying life with sports p.13). 11. TR (pic C indicates religion of wearing hijab) & CO (acting polite in meetings) & SD (freedom and independence of thoughts) & UN (gathering and talking in meetings supports open minded p.13). 12. SD (the pic indicates freedom); UN (world at peace); SE (clean places) & HE (enjoying life with sports p.14). 13. UN (pic 1 indicates open minded in using computers with mix gender); HE (enjoying life); SD (exploring things by using computers); SE (clean area) & CO (self-discipline in how to act in a computer room p.15). 14. SE (clean place in pic 2) & SD (intellectual and exploring in the lab p.15). 15. SD (pic 3 indicates freedom and creativity) & HE (students painting and enjoying life p.15). 16. HE (pic 5 indicates pleasure in playing football p.15). 17. SE (pic 6 indicates a clean library) & SD (intellectual & inner harmony of reading books p.15). 18. SD (pic 7 indicates exploring and intellectual education); UN (world at peace of students in classes); CO (students being self-disciplined and self-controlled); BE (responsibility of students in learning); SE (clean and safe classroom) & PO (how education will lead to power after words like the teacher p.15).

Activity	<ol style="list-style-type: none"> 1. BE (task 1 part 1/ A indicates responsibility p.5). 2. BE (task 1 part 3/ B indicates responsibility p.5). 3. TR (task 3 presents the use of CN: Hadeel, Nada&Sameera p.5). 4. BE (task 1/ 1 presents helping others p.6). 5. TR (task 2 indicates the use of CN: Sameera p.6). 6. TR (task 3 presents CN: Sameera) & BE (holding responsibility in the family p.6). 7. BE (task 2 quiz indicates being responsible & SE (it also indicates safety p.8). 8. SE (task 3 indicates safety p.8). 9. SD (task 2 indicates independence of oneself & BE (responsibility p.9). 10. BE (task 4 requires thinking and taking responsibility of looking after others p.9). 11. TR (the use of AN: Deema& Mariam in task 2/2 & 2/3 p.10). 12. SE (task 2/4 indicates safety p.10). 13. TR (task 4 presents the use of CN: Ahmad, Khaled, Majed, Deema& Huda p.10). 14. UN (open minded of using FN: Tim Hall p.10). 15. CO (politeness when using Thanks & Sorry in task 4) & BE (responsibility in Majed's part p.10). 16. SE (task 1/1 sentence indicates safety p.11). 17. SE (task 2 indicates safety in different situations) & BE (task 2/4 & 2/5 indicates being helpful and responsible p.11). 18. SE (task 3 supports safety & BE (responsible p.11). 19. SD (task 2 supports imagination p.12). 20. BE (task 3 & 4 indicates being helpful and responsible p.13). 21. UN (task 5 indicates being open minded by using FN: Tim Reeca with CN: Rania Yousef p. 13) & TR (using cultural names: Rania Yousef p.13). 22. SD (task 2 completing reports to city halls supports independency p.14). 23. BE (task 2/3 the options indicates helping and being responsible p. 14). 24. Task one in writing the report indicates SD (independence); BE (responsibility); & ST (challenge p.15).
Comments	<ul style="list-style-type: none"> ✓ PO= 1 ✓ ACH= 2 ✓ HE= 8 ✓ ST= 2 ✓ SD= 12 ✓ UN= 7 ✓ BE= 19 ✓ TR= 13 ✓ CO= 5 ✓ SE= 17

Rubric Analysis (Grade 9B)	
Unit Title	Helping hands: making friends
Unit number	9
Passage	<ol style="list-style-type: none"> 1. TR (task 2 respect & commitment of using CN: Hadeel p.16). 2. TR (task 3 the use of CN: Hadeel& Nada p.16). 3. TR (act of respect when offering neighbors food when they are sick p.16). 4. CO (politeness of welcoming guests “please come in” & other polite expressions p.16). 5. TR (respect of culture when Sameera offered “Arab style tea” p.16). 6. TR (the use of CN: Sameera& Nada p.16). 7. BE (the theme of the story shows Sameera’s responsibility of taking care of her siblings p.16). 8. BE (the title of the passage indicates the help for others “Reaching out to others” p.21). 9. The passage indicates many themes such as: Ach (the accomplishment of the playground project) & BE (the act of helping others by voluntary work) & HE (how voluntary work make people feel) & UN (protection of the welfare of all people & the use of CP: Afreica p. 20).
Picture	<ol style="list-style-type: none"> 1. BE (the act of offering food to others is loving p.17). 2. TR (respect of religion in wearing Hijab p.17). 3. UN (the pic indicates world at peace & world of beauty p.17). 4. HE (the two girls pic indicates happiness p.17). 5. HE (pictures in task 2/ 1 presents different activities which indicate a joyful life p.18). 6. BE (pictures in task 2/ 2 presents different means in communicating with families p.18). 7. BE (pictures in task 2/ 3 present affection and love in brining gifts to family p.18). 8. TR (Hijab of Sameera emphasizes religion p.19). 9. HE (pictures indicates happiness of people offering voluntary work) & SE (pictures indicates a clean environment) & BE (pictures show the act of helping others p.21). 10. BE (picture is about helping others) & UN (mixture of genders, open minded p.22). 11. SE (pic indicates cleanness of the environment); BE (helping others); TR (wearing Hijab); UN (world at peace and beauty); CO (honoring elders) & HE (enjoying life & p.25).

Activity	<ol style="list-style-type: none"> 1. BE (task 1/3 part A & B indicates politeness in offering help p.17). 2. TR (task 3 supports the call of CN: Hadeel, Sameera, Masri family & Nada p.17). 3. TR (task 1/ 5 A presents the use of CN: Tariq p.17). 4. TR (sentence task 1/ 1 indicates culture p.18). 5. TR (task 1 the use of CN: Hadeel, Masri family, & Nada p.18). 6. TR (task 2 using a cultural name: Rania p.18). 7. HE (task 2/1 naming activities that indicates joy of life p.18). 8. BE (task 2/2 shows love where Rania communicated her family p.18). 9. BE (task 2/ 3 shows loyalty of bringing them presents in task 2/3 p.18). 10. TR (the use of CN: Rania p.18). 11. UN (task 2/ 4 A presents the use of FN: Tony) & FP: Brazil & Britian; BE (also it indicates helping others with special needs p.19). 12. UN (task 4/ 2 A presents the use of FN & FP: Tom from Britian, Rosa from Brazil &) & TR: offering CN & CP: Sameera from Palestine & Hassan from Saudia Arabia p.19). 13. BE (4/ 2 part B presents different voluntary work and helping others p.19). 14. UN (task 4/3 using FN & FP: Tom from Britain). 15. UN (task 3 presents the use of FN: Tom & Rosa & TR (the use of CN: Hassan p.20). 16. BE (task 1 indicates ideas of helping others p.21). 17. TR (the use of CN: Sameera 21). 18. UN (task 4 indicates open minded to voluntary work) & TR (offering voluntary work in Palestine) & BE (helping others in voluntary work) & SD (being independent in planning voluntary work p.21). 19. TR (task 3/2 parts A using cultural names: Fuad p.22). 20. TR (task 3/ 1 A mentioning voluntary work in Palestine p.22). 21. BE (task 3/ 3 B indicates different ideas in helping others p.22). 22. HE (task 3/ 5 A presents happiness in helping others p.22). 23. CO (task 3/ 6 B present's polite expressions) & TR (the use of CN: Adnan p.22). 24. SE (task 3/7 part A indicates safety p.22). 25. BE (task 3 indicates the act of helping others with voluntary work p.22). 26. BE (task 1 indicates ideas of helping others p.23). 27. UN (task 2 indicates using FN: Tom & Rosa) & BE (the content is about helping others p.22). 28. UN (task 3 indicates using FN: Tom & Rosa) & BE (the content is about helping others p.22). 29. TR (task 1 is about Eid and cultural events p.24). 30. TR (task 2 presents CN: Nedal, Hadeel, Lana, Waleed&Qadari& cultural locations: Gaza, Palestine & Jerusalem & UN (the use of FN: Julie, Jami & FP: London p.24). 31. BE (task 2 poem content indicates helping others, responsibility); HE (being joyful& happy); UN (the author of the poem is a foreign name: Margret Curtis p.25). 32. TR (task 2 names: Bassel, Adnan & Osama p.26). 33. HE (task 4 content offers happiness tips p.26). 34. TR (task 5 indicates the use of CN: Bassel, Adnan & Osama p.26). 35. SD (task 1presents intellectual thinking and independency of thoughtsp.27). 36. TR (task presents the use of CN: Bassel, Adnan & Osama p.27). 37. SD (task 5 indicates thinking about the future & Curiosity p.27).
Comments	<p>  PO= 0  ACH= 1  HE= 9  ST= 0  SD= 3  UN= 13  BE= 22  TR= 26  CO= 3  SE= 3 </p>

Rubric Analysis (Grade 9B)	
Unit Title	Wildlife in danger
Unit number	10
Passage	<ol style="list-style-type: none"> 1. TR (the use of CN: Waleed&Qadiri p.28). 2. SE (the theme of the passage indicates national security “all the adult fish are being caught. So young ones aren’t being produces.” p.28). 3. CO (the passage indicates some polite expressions: “I’m sorry” & “Please” p.28). 4. CO (passage indicates the government reaction of the decrease of wild life “In Europe people are being stopped from catching too many fish”; “they are not allowed to go out in their boats as much as they used to” indicates restrain of actions p.28). 5. UN (the passage indicates protection of the environment, nature); SE (national security p.32). 6. SD (the title indicates intellectual thinking “Will the ocean live or die” p.32).
Picture	<ol style="list-style-type: none"> 1. TR (the pic indicates religion of wearing Hijab); HE (cheerful ppl buying fish); SE (clean fish market p.29). 2. SE (pic indicates a clean market); UN (world at peace); PO (wildlife sources indicates wealth and power); ACH (accomplishment of catching fish p.30). 3. ST (pic A indicates a challenge in life of work); CO (honoring and being polite to elders p.31). 4. SE (pic B indicates safety in showing a boat in a bad weather p.31). 5. SE (the picture of catching numerous fish indicates safety p.32). 6. TR (the pic is for the sea near Aqaba: this indicates respect for culture); SD (indicates intellectual thinking about what is happening to the sea now and 30 years ago p.33). 7. UN (the pic of the ocean indicates a world of beauty p.33). 8. SE (pic indicates a clean fish market); BE (also the act of helping and cooperating with each other p.35). 9. UN (the ocean picture indicates world of beauty) & SE (the pic indicates a clean environment p.36). 10. SE (the pic indicates a clean environment, safe place); UN (also it indicates world at peace and beauty); SD (freedom) HE (the picture of the sky and different creatures indicates happiness and pleasure p.37). 11. TR (pic of two girls wearing hijab indicates respect of religion) HE (cheerful girls chatting p.38). 12. SD (picture 2 of the two boys: indicates independence of thinking and opinion p.39). 13. ACH (picture 1 of new man-made lake indicates capability and accomplishment p.39).











Activity	<ol style="list-style-type: none"> 1. TR (task 3/1 indicates the use of CN: Waleed p.29). 2. SE (task 2/2 part A indicates safety p.31). 3. SD (task 1 indicates intellectual thinking and independence of thought and action)' UN (also it indicates broad minded of saving oceans p.33). 4. SD (Task 3 side notes indicates intellectual thinking p.33). 5. UN (task 4 indicates intellectual thinking of how to protect nature & broad minded thinking p.33). 6. UN (task 1 indicates open minded thinking of understanding the difference between "manmade disaster & natural disasters p.34). 7. UN (task 4 supports logic thinking in protecting nature p.34). 8. UN (task 1/6 supports the use of FN: Jenny p.35). 9. UN (task 3 indicates the use of FN: Jim Webb's p.36). 10. BE (task 3 content shows sons responsibility in helping and sharing responsibilities with their parent's p.36). 11. UN (task 2 is a poem by a foreigner author: John Cotton this indicates being broad minded p.37). 12. UN (task 2: the content meaning of the poem indicates and describes the beauty of nature) & BE (our responsibility to look after it) & UN (the use of FN author: John Cotton p.37). 13. SE (task 3 first sentence indicates our duty to save nature); BE (sentence 2 & 3 indicates our responsibility to take care of it p.37). 14. UN (task 2 indicates protection of nature, logic thinking p.38). 15. UN (task 2 conversation is about over fishing which indicates broad minded p.38). 16. TR (task 3 indicates the use CN: Waleed& CP: Gaza) p.38). 17. UN (task 3 contents indicates open minded in thinking about fish population & protection of nature); TR (respect of culture in mentioning fish population in Gaza strip p.38). 18. SD (task 2 & 3 indicates intellectual thinking; independent opinion); UN (such task indicates open minded thinking p.39).
Comments	 PO= 1  ACH= 2  HE= 3  ST= 1  SD= 7  UN= 18  BE= 4  TR= 7  CO= 3  SE= 11

Rubric Analysis (Grade 9B)	
Unit Title	A garden for all
Unit number	11











Passage	<ol style="list-style-type: none"> 1. TR (the use of cultural names: Lisa, Qadari & Lana p.40). 2. UN (the title indicates equality "A garden for all" p.40). 3. UN (theme of the passage is indicates protection of all welfare people and of nature); SD (teaches independence of thought and action p.40). 4. SE (the passage indicates safety "we want to make part of it a safe play area for children" p.40). 5. SD (the characters Lisa & Lana indicate independent personalities p.40). 6. TR (the use of CN: Zeinabhassein p.44). 7. UN (the use of FN: Jack Hill & Bob Green p.44). 8. UN (passage two indicates broad minded where different nationalities exchange opinions); SD (the characters project presents independent people); BE (the idea of sharing, helping, volunteer p.44).
Picture	<ol style="list-style-type: none"> 1. SD (pic indicates exploring and creating ideas p.40). 2. SE (this pic indicates clean area), TR (act of religion in wearing Hijab); HE (boys playing in the garden presents joy and pleasure); UN (the pic also presents world at peace and world of beauty p.41). 3. BE (the pic indicates sharing and helping others); TR (act of religion in wearing Hijab p.43). 4. TR (act of religion in wearing Hijab p.44). 5. UN (different people changing opinions indicates broad minded p.44). 6. SE (pic A presents a non-safety issue); SD (pic B presents independence of taking actions); BE (pic C indicates helping & cooperation to solve the problem p.45). 7. BE (pic A indicates cooperation and sharing to help each other); UN (protection of nature p.49). 8. UN (pic B indicates a world of beauty) & SE (clean and safety place p.49). 9. TR (act of religion I wearing Hijab); HE (boys enjoying life and playing in the garden); SE (pic indicates a clean garden); UN (pic indicates a world of beauty p.50).
Activity	<ol style="list-style-type: none"> 1. UN (task 1/ 4 A indicates the use of FN: Mrs. Carter p.41). 2. CO (Task 1/4 part A & B indicates polite expressions p.41). 3. SE (task 1/6 parts A & B indicates safety p.41). 4. TR (the use of CN: Lisa & Lana p.41). 5. TR (task 2 indicates the use of CN: Fuad & Mariam p.42). 6. UN (task 4 content is about Japanese food p.42). 7. TR (task 2/6 A indicates the use of CN: Lana p.43). 8. UN (task 1 presents the use of FN: Jack p.45). 9. UN (task 2 also presents the use of FN: Jack Hill p.45). 10. SD (task 4 indicates independence & intellectual thinking); UN (indicates broad minded as well "thinking of a rubbish problem" & " thinking what should happen to people who create this problem" ; SE (the issue of rubbish presents safety p.45). 11. TR (the use of CN: Nisma, Rama & Rami p.46). 12. CO (task 2/ 1 A presents polite expressions p.46). 13. TR (task 4/6 the use of CN: Rana p.46). 14. TR (task 2 indicates the use of CN: Fuad, Tariq, Rania & Jana p.47). 15. TR (task 3/5 & 3/6 indicates the use of CN: Khaled, & yasmen p.47). 16. TR (task 1 indicates the commitment and respect of a main figure in Islamic history: Salah Al- Din) & UN (the use of FN: Jami p.48). 17. TR (task 2 presents the use of Cultural concepts: Jerusalem, battle of Hittin, Salah Al – Din p.48). 18. UN (task 2 indicates the use of FN: Mark & Lisa) & CO (the use of polite expressions p.50). 19. CO (task 5 indicates the use of polite expressions p.50). 20. SD (task 1, 2, 3 & 4 designing and planning a garden project indicates Independence and creativity p.51).

Comments	<ul style="list-style-type: none"> ✚ PO= 0 ✚ ACH= 0 ✚ HE= 2 ✚ ST= 0 ✚ SD= 7 ✚ UN= 16 ✚ BE= 4 ✚ TR= 15 ✚ CO= 4 ✚ SE= 7
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Rubric Analysis (Grade 9B)	
Unit Title	Be Happy!
Unit number	12
Passage	<ol style="list-style-type: none"> 1. HE (the title “be happy “indicates cheerful and happiness p.52). 2. TR (the use of CN: Lisa & Lana p.52). 3. BE (theme of the passage is about true friendship and helping each other p.52). 4. BE (the passage indicates helping others when feeling down) & UN (communication between different nationalities indicates broad minded p.56). 5. TR (the passage indicates the use of CN: Fuad) & CP: Bahrain p.56). 6. UN (it also indicates the use of FN: Rosa & Carrie); (the use of CP: Australia & Spain p.56). 7. UN (communication with different nationalities indicates broad minded p.57).
Picture	<ol style="list-style-type: none"> 1. BE (the pic indicates friendship); TR (the pic indicates act of religion in wearing Hijab p.53). 2. SE (the pic indicates a clean place) & BE (friendship p.55). 3. SE (the pictures indicates a clean house; stability of relationships); HE (happiness and inner harmony); BE (a loving family p.57). 4. TR (picture 1 indicates religion in wearing Hijab); BE (indicates a loving family); CO (indicates honoring parents and elders p.61). 5. HE (pic 2 indicates pleasure & a life of joy p.69). 6. SE (pic 3 indicates national security and safety p.61). 7. BE (pic 4 indicates responsibility and help to others p.61). 8. SD (the picture of boy using the computer indicates independency p.62).

Activity	<ol style="list-style-type: none"> 1. TR (task 3 indicates the use of CN: Lisa & Lana p.52). 2. TR (task 2/ 2 A presents the use of CN: Fuad p.55). 3. TR (task 2/ 5 A indicates the use of FN: Susie p.55). 4. TR (task 4 indicates the use of CN: Rami); UN (the use of FN: Tom p.55). 5. TR (task 2 indicates the use of CN: Fuad& Rami); UN (the use of FN: Tom, Rosa, & Carrie p.56). 6. UN (task 1 presents the use of FN: Tom p.57). 7. TR (task 2 indicates the use of CN: Fuad p.57). 8. CO (task 4 indicates polite expressions such as: “thank you very much & say sorry”) & CO (the use of FN: Tom p.57). 9. UN (task 4/4 using varied cultural names: Jill & Alan indicate broad minded p.58). 10. TR (task 2/5 presents the use of CN: Tariq) & UN (task 2/3 the use of FN: Carrie p.59). 11. BE (task 3:1, 2, 3, 5 & 6 indicates loving and responsibility); TR (the use of CN: Hadeel&Sameera p.60). 12. TR (task 4 presents the use of CN: Waleed); UN (communication between different nationalities: Jamie &Waleed); UN (the use of FN: Jamie p.60). 13. UN (task 5 presents the use of FN: Jamie p.60). 14. UN (task 1 the poem theme indicates protection of the welfare of all people and of nature) & SE (national security); UN (the poem author is a FN: David Harmer p.61). 15. UN (task 2 indicates the use of FN: Tim &Eid Hill p.62). 16. BE (task 2/2 indicates love between siblings) & UN (the use of FN: Tom p.62). 17. TR (task 1 presents the name of CP: Istanbul); UN (the use of FN: Ed); SD (the aim of the content is present independency in thoughts p.63). 18. TR (task 2 presents the use of CP: Istanbul) & UN (the use of FN: Ed p.63). 19. UN (task 4 presents the use of FN: Carrie p.63).
Comments	<ul style="list-style-type: none">  PO= 0  ACH= 0  HE= 3  ST= 0  SD= 2  UN= 18  BE= 9  TR= 15  CO= 3  SE= 4

Rubric Analysis (Grade 9B)	
Unit Title	Goods news from the hospital
Unit number	13
Passage	<ol style="list-style-type: none"> 1. HE (the title indicates happiness “Good news from the hospital p.64). 2. TR (the task passage indicates the use of CN: Hadeel, Sameera&Masri family p.64). 3. TR (the passage as well indicates the use of CN: Sameera, Nidal, Hadeel&Masri p.64). 4. BE (theme of the passage is about true friendship & helping p.64). 5. TR (the passage indicates the use of Arabic author for the passage: Jenan Rashid p.68). 6. TR (the passage presents use of CN as characters: Mrs. AmalMasi, Samar, Osama yousifi&AnasRammal p.68). 7. ST (Osama yousifi character indicates challenge in life with his new artificial legs p.68).
Picture	<ol style="list-style-type: none"> 1. TR (religion act of wearing Hijab); BE (friendship and being helpful); SE (clean hospital p.65). 2. TR (pic indicates respect of religion in wearing hijab) HE (people who are happy p.66). 3. TR (act of religion in wearing Hijab); UN (broad minded of a communication between two genders p.67). 4. TR (both pictures indicate religion in wearing Hijab) & HE (happy people p.68). 5. BE (pic 2 indicates love in holding the twin babies & responsibility p.68). 6. SE (the pic indicates a clean hospital); TR (act of religion in wearing Hijab); ST (a challenged life after being disabled p.69). 7. TR (the act of wearing Hijab); SE (stability of relationships) ACH (the doctor’s picture indicates success p.71). 8. UN (picture 1 indicates broad minded in the communication between Jenan, the doctor &Juli Marsh); TR (where Jenan is wearing a Hijab); HE (the pic indicates cheerful people who are enjoying the communication p.72). 9. TR (picture 2 indicates religion in wearing a Hijab); HE (cheerful girls); BE (friendship p.72).

Activity	<ol style="list-style-type: none"> 1. CO (task 1/ 2 B sentence indicates a polite expression p. 65). 2. TR (task 3 indicates the use of CN: Hadeel, Nidal&sameera etc... p.65). 3. TR (task 2 presents the use CN: Nidal, Rami &Sameera p.66). 4. TR (task 2 presents the use CN: Masri&Sameera p.66). 5. TR (task 2/4 part A indicates the use of CN: khaled p.67). 6. TR (task 2/ 5 A & B presents the use of CN: Ali p.67). 7. TR (task 4 shows the use of CN: JenanRashidi p.67). 8. TR (task 1 indicates the use of CN: Jabir p.68). 9. TR (task 2 the use of CN: Mrs. Masri, Samer& Osama p.68). 10. TR (task 2 indicates the use of CN: Jabir, Jenan&Masri p.69). 11. SD (task 4 part 1 & 2 indicates independence of thinking) & UN (broad minded in thinking ahead p.69). 12. ACH (task 2/ 1 A indicates accomplishment p.70). 13. SE (task 2/ 2 A indicates safety p.70). 14. CO (Task 2/2 part B indicates politeness p.70). 15. TR (task 2/ 5 part A indicates the use of CN: Ali p.70). 16. TR (task 4 indicates the use of CN: JenanRashidi p.70). 17. TR (task 3 indicates the use of CN: Rammal family, Masri family, Osama Yousifi p.71). 18. TR (task 4 indicates the use of CN: Jabir & CP: Palestine); UN (mentioning broad countries: London p.71). 19. TR (task 1 indicates the use of CN: Jabir, Osama &Jenan& CP: Palestine p.72). 20. UN (task 1 presents the use of FN: Julie Marsh p.72). 21. TR (task 2 indicates the use of CN: Mona &Rana) & CO (the use of polite expressions p.72). 22. CO (task 1 schedule charts indicates self-discipline p.73). 23. TR (task 2 indicates the use of CN: OsaamYousifi p.73). 24. TR (task 5 indicates the use of CN: Jenan& Osama); UN (broad minded of a conversation between Jenan& Osama) p.73). 25. ST (task 5 content indicates the challenge life Osama is going through due to his disability p.73). 26. UN (task 2/ 1 indicates the use of CN: Jabir) & UN (the use of FN: Julie p.74). 27. CO (task 2/ 2 indicates the use of polite expressions); UN (the use of FN: Marsh & FP: London); TR (the use of CP: Palestine, Ramallah & CN: Jabir p.74). 28. TR (task 2/ 4 indicates the use of CN: Jenan p.74). 29. TR (task 2/ 5 indicates the use of CN: Osama, Samar, Anas&Masri) & UN (the use of FN: Jo, Ellen Carter p.74). 30. CO (task 2/ 6 indicates the use of polite expressions p.74). 31. CO (task 2 indicates the use polite expressions: Sorry & thank you p.75).
Comments	<ul style="list-style-type: none">  PO= 0  ACH= 2  HE= 4  ST= 3  SD= 1  UN= 10  BE= 4  TR= 32  CO= 7  SE= 4



1.3 Table grade 10A/ 10B











Rubric Analysis	
Unit Title	Making Contact
Unit number	1
Passage	<ol style="list-style-type: none"> 1. UN (the title indicates being open minded “Making contact” p.5). 2. UN (passage task 3 the use of FN: Jenny p.4). 3. SD (Email 1 indicates: curiosity “Jenny’s: I’d love to get to know you and also learn about Palestine, HE (a happy person who seems to enjoy life “I’m attaching a photo of a boat race I was in”); UN (using FN: as Jenny); TR (the use of CN: Basim p.4). 4. UN & SD (emailing between Jenny and Basim) (p. 4). 5. HE (Email 2 presents Basim referring to his local team playing football); ACH (Basim winning the game); TR (the use of CP: Nablus team) & CO (the use of Thanks’ p.4). 6. HE (email 3 Jenny talking about school trip in the lack district) & “my brother is football crazy”); CO (the use of polite expressions p.5). 7. TR (Email 4 presents the use of CP: Jericho p.5). 8. CO (Email 5 Jenny: “dad promised us to call everyday”) & BE (“we’re going to miss him a lot”) & TR (the use of CP: Palestine p.5). 9. TR (passage task 4 shows the use of CN: Jenan p.8). 10. TR (passage task 5 presents the use of CN: JenanRashidi p.8). 11. SD (the title “How will we feed the world in 2050?” indicates independent thinking and curiosity) & UN (being open minded p.9). 12. TR (the passage presents FN: JenanRashidi& Adnan Maqdisi& the use of CP: Jericho p.9). 13. UN (the passage themes indicates to being broad minded) & SE (it discuss national security of climate changes) & ACH (developing new crops to help farmers produce in harder conditions) & TR (it takes place in Jericho farm Research Center) & ST (thinking about way to feed the world’s raising population p.9). 14. ST (the title indicates challenge “The adventure begins” & SD (curiosity p.16). 15. PO (Mr. Fogg presents a rich man in a reform club) & UN (the novel is written by a FN: Jules Verne p.16). 16. UN (side notes indicates open minded p.17).

Picture	<ol style="list-style-type: none"> 1. SE (picture A indicates stability of relationships & a clean environment p.5). 2. HE (picture B presents a happy family p.5). 3. HE (picture C indicates pleasure and enjoyment of life p.5). 4. HE (picture D indicates pleasure and enjoyment of life p.5). 5. HE (picture presents happy people who are enjoying their visit) & TR (the act of wearing a Hijab p.5). 6. HE (the picture indicates happy teenagers exchanging opinions p.6). 7. Un (the picture indicates open minded people in shaking hands by two genders; world at peace and of beauty) & (TR (the act of wearing Hijab) & SE 8. (A clean environment p.9). 9. UN (the picture indicates open minded to travelling p.16).
Activity	<ol style="list-style-type: none"> 1. TR (task 1/ 5 presents CN: Fareed p.6). 2. UN (task 2/ 1 B the use of CP: Africa) & CO (the use of polite expressions: Thanks' p.6). 3. CO (task 2/ 2 A the use of polite expressions: Please p.6). 4. UN (task 1/ 4 A the use of FN: Peter) & TR (the use of CP: Cairo p.6). 5. UN (task 3 indicates the use of FN: Jenny) & TR (the use of CN: Basim p.6). 6. UN (task 4 indicates the use of FN: Jenny) & TR (the use of CN: Basim p.6). 7. SD (task 5 indicates sharing own opinions) & UN (the boy's opinion indicates openness to change p.6). 8. CO (task 2 content refers to self- discipline by talking about diaries & plans) & UN (the use of FN: Jack p. 7). 9. SD (task 3 presents independent opinion in naming TV shows along with their time tracking) & CO (it refers to time tracking) & TR (the use of CN: Omar & Arafat p.7). 10. TR (passage task 4 shows the use of CN: Jenan p.8). 11. TR (passage task 5 presents the use of CN: JenanRashidi p.8). 12. CO (task 1/ 2 indicates restraint of actions p.10). 13. TR (task 1/ 4 indicates the use of CP: Palestine p.10). 14. SD (task 1 /5 indicates exploring and creativity p.10). 15. TR (task 1/ 6 the use of CN: Mona p.10). 16. TR (task 2/ 1 B the use of CN: Adnan p.10). 17. TR (task 2/ 5 A the uses of CN: Rania Badawi) & UN (the use of FN: Alan Snow p.10). 18. TR (task 2/ 5 B the use of FN: Snow p.10). 19. TR (task 3 theuse of CN: Maqdisi p.10). 20. UN (task 5 presents understanding, logic thinking & broadminded) & SD (giving own opinion p.10). 21. TR (task 2 the use of CN: Nisma&Maha) & CO (indicates the use of polite expressions p.11). 22. TR (task 1/ 4 A presents the use of CN: Amer p.11). 23. TR (task 4/ 4 A presents the use of CN: Maqdasi p.11). 24. UU (task 2 presents the use FN: jack p.12). 25. UN (task 3 indicates the use of FN: Jenny) & SD (sharing your opinion p.12). 26. UN (task 4 indicates the use of FN: Rob & Jack) & SE (safety of not feeling well) & CO (including polite expressions: sorry p.12). 27. UN (task 1 email includes FP: London & Manchester) & TR (the use of CN: Nadia & CP: Tunisia) & UN (open minded & FN: Mollie p.13). 28. UN (task 2 indicates the use of FN: Mollie) & TR (the use of CP: Tunis) & CO (plans and diaries are indicators to self-discipline p.13). 29. TR (task 3 presents CN: Tariq & Ali) & CO (it presents polite expressions such as: Thanks p.13). 30. SD (independent thought and action choosing p.13). 31. CO (task 2/ 2 A & 2/ 4 A presents polite expressions p.14). 32. TR (task 4/ 6 indicates FN: Maqdisi family p.14). 33. UN (task 5 presents FN: Jenny) & TR (the use of CN: Basim) & CO (the use of polite expressions p.14). 34. UN (task 1 email presents FN: Jenny) & TR (CN: Basim p.15). 35. UN (task 2/ 1 indicates understanding of air plans time tracking p.15). 36. CO (task 2/ 2 presents polite expressions p.15).

Comments	<ul style="list-style-type: none">  PO= 1  ACH= 2  HE= 8  ST= 2  SD= 10  UN= 26  BE= 1  TR= 32  CO= 15  SE= 4
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Rubric Analysis (Grade 10 A)	
Unit Title	From here to there
Unit number	2
Passage	<ol style="list-style-type: none"> 1. The passage themes are: UN (the race is between both genders p.18). 2. UN (using FN: Jenny & Jack p. 18 – 19). 3. TR (the use of CN: Samar & Rami p.18 – 19). 4. HE (the passage indicates happy teenagers enjoying life p.18). 5. ST (the passage also indicates a challenge where the characters need to save the riddle p.18). 6. ACH (the boys scout won the game p.18). 7. UN (the theme of the passage indicate broad minded of GPS technology; the use of FN: Mark Stubbs) & ACH (accomplishment of saving a raft) & SE (safety of the storms & TR (the use of FP: Cairo, Aqaba, Cairo & Damascus p.23). 8. PO (the story indicated power & authority line 23 &24) & SD (part 2 novel indicates curiosity to know the ending p.30). 9. UN (side notes present broad minded p.31).

Picture	<ol style="list-style-type: none"> 1. HE (the pictures indicates cheerful girls who are joining the scout) & UN (a world of beauty) & SE (a clean environment) & BE (friendship p.18). 2. UN (picture 1 indicates world at beauty) & SE (a clean environment) & ST (a challenge to find the riddle p.19). 3. UN (picture B indicates a mixed scout) & ACH (accomplishments of finding the riddle) & ST (excitements of wining) BE (friendship p.19). 4. UN (the pictures indicate a mixed scout) & HE (cheerful teenagers) & ST (excitements in finding the riddle p.20). 5. HE (the pictures presents happiness, enjoying life) & UN (open minded, world of peace) & BE (friendship p.21). 6. HE (the picture of the boat indicates pleasure) & TR (in presenting FP: Cairo, Damascus & Aqaba; ACH (accomplishments in presenting modern satellites p.23). 7. HE (the picture indicates cheerful boys p.24). 8. UN (the map indicates being aware of many geographical locations p.25). 9. UN (the map makes student broad minded of locations and distance P.26). 10. BE task 1 pictures: (picture 1 presents friendship) & HE (scout girls who are enjoying life p.27). 11. UN (picture 2 indicates a happy man) & UN (world of beauty) & ACH (of having GPS p.27). 12. ST (picture 3 indicates a challenge for a girl who is studying p.27). 13. TR (picture 4 presents respect to religion in wearing Hijab) & SE (stability of relationships by the two couples p.27). 14. HE (task 2 picture indicates a cheerful man) & UN (broad minded in using GPS in driving p.27). 15. HE (scout pic indicates happiness and pleasure p.28). 16. UN (the map indicates being aware of different Foreign locations to tie with the novel p.30).
Activity	<ol style="list-style-type: none"> 1. SD (task 1/ 1 A indicates intellectual thinking p.20). 2. CO (task 1/ 2 A indicates polite expressions p.20). 3. UN (task 1/ 3 A presents FN: Joe p.20). 4. UN (task 1/ 4 A presents FP: London p.20). 5. UN (task 2 presents FN: Jenny & Jack p.20). 6. UN (task 3 presents FN: jenny p.20). 7. SD (task 4/1 helps being independent of own thoughts & opinion p.20). 8. SD (task 5 indicates exploring and choosing goals p.20). 9. SD (task 2/ 3 indicates intellectual thinking and independence of thought p.21). 10. SD (task 3 indicates exploring independence) & TR (the use of FN: Lana p.21). 11. SD (task 4 indicates independent thought and action choosing) & SE (safety p.24). 12. SD (indicates giving different opinions p.24). 13. CO (task 2 indicates polite expression p.25). 14. ACH (task 1/ 6 presents accomplishments of the GPS p.25). 15. UN (task 2 presents FN: Mark Stubbs) & FP: Britain, Canada & Newfoundland p.25). 16. UN (task 3 indicates FN: mark p.25). 17. TR (task 2 indicates CP: Cairo & Alexandria & CN: Yasir p.26). 18. UN (task 2 the use of FN: Jack) & TR (the use of CN: Rami p.28). 19. UN (task 3 the use of FN: Jack p.28). 20. UN (task 4 the use of FN: Jenny p.28). 21. UN (task 5 the use of FN: Jack) & TR (the use of CN: Rami p.28). 22. SD (task 1 & 2 refers to creativity and imaginative p.29).











Comments.	<ul style="list-style-type: none">  PO= 1  ACH= 6  HE= 9  ST= 5  SD= 8  UN= 25  BE= 4  TR= 8  CO= 2  SE= 5
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Rubric Analysis (Grade 10 A)	
Unit Title	Free-time activities
Unit number	3
Passage	<ol style="list-style-type: none"> 1. SD (the title “Free time activities” indicates independency of action choosing p.32). 2. UN (task passage 4 the use of FN: Michko, Larry, Mark & Lucy P.32). 3. UN (task passage 5 the use of FN: Michko p.32). 4. HE (email 1 indicates cheerful activities: rugby, camping & scouts) & TR (the use of CP: Palestine) & UN (the use of FN: Mark and the use of FP: Australia, South Islandp) & CO (the use of polite expressions p.32) 5. HE (email 2 presents cheerful activities: rafting & quad bikes) & UN (presenting different locations: Johannesburg &Sabie River) & SE (safety of the wild river p.33). 6. SD (email 3 presents variety of activities: going to park, play tennis& flower arranging indicates independency of goal choosing) & UN (the use of FP: Tokyo) & HE (the content presents cheerful people enjoying their lives p.33). 7. CO (email 3 “must stop and get things ready indicates self-discipline” p.33). 8. UN (passage task 2 refers to FN: Ann & Joe p.36). 9. UN (passage task 3refers to FN: Ann & Joe p.36). 10. UN (passage task 4 refers to FN: Ann & Joe p.36). 11. UN (passage task 5 refers to FN: Ann & Joe p.36). 12. SD (the title indicates intellectual thinking & curiosity “Turning a hobby into a business” p.37). 13. UN (the passage refers to FN: Joe & Ann p.37). 14. SD (Joe story indicates independence of thought & reflection) & ACH (being able to build a new bike from a recycled one p. 37). 15. SD (Ann story present independence in goal choosing) & ACH (being able to decorate different types of cake p.37). 16. Stimulation (story part 3 indicates facing challenges p.44) 17. PO (story indicates wealth and power describing Mr. Fogg solving challenge with money) & ST (facing the challenges that Fogg goes through p.44).











	18. UN (side notes refer broad minded information p.45).
Picture	<ol style="list-style-type: none"> 1. HE (the pictures indicate joyful activities) & SD (different activities refer to independency of opinion) & UN (the map indicates being open minded about locations p.32). 2. SD (Joe picture indicates action choosing goal p.37). 3. SD (Ann picture indicates choosing own goal & HE (being happy in what you choose p.37). 4. UN (the picture indicates the use of FN: John West) & HE (a happy boy p.40). 5. SE (picture refers to safety p.44).
Activity	<ol style="list-style-type: none"> 1. TR (task 1/ 1 the use of CN: Hisham p.34). 2. TR (task 1/ 2 the use of CN: Huda p.34). 3. UN (task 1/ 3 the use of FN: Sally) & HE (enjoying her activity p.34). 4. CO (task 1/6 the sentence indicate self-discipline P.34). 5. UN (task 2/ 2 A presents the use of FN: Mark p.34). 6. UN (task 1/ 6 A presents the use of FP: Australia p.34). 7. UN (task 3 indicates the use of FN: Lucy & Larry p.34). 8. SD (task 5 indicates independence of thought and goal choosing p.34). 9. CO (task 1/ 6 indicates politeness p.35). 10. CO (task 1/ 7 indicates politeness p.35). 11. CO (task 3/ 3 indicate restraint of actions & self-discipline p.35). 12. CO (task 3/ 5 indicate restraint of actions & self-discipline p.35). 13. CO (task 3/ 7 indicate restraint of actions & self-discipline p.35). 14. SE (task 4/1 B indicates safety p.35). 15. Ben (task 4/ 1 B indicates responsibility & helping others) & CO (the use polite expressions p.35). 16. BE (task 4/ 2 B indicates responsibility in helping a parent p.35). 17. TR (task 2/ 2 A refers to CN: Tariq p.38). 18. SD (task 4 refers to different action and opinion choosing p.38). 19. SD (task 1 directs to different activities p.39). 20. UN (task 2/ 1 refers to FN: tom p.39). 21. ACH (task 1/ 1 indicates personal success) & UN (the use of FN: Ann P.40). 22. UN (task 1/ 5 refers to FN: Joe p.40). 23. ACH (task 1/ 7 indicates personal success) & UN (the use of FN: Joe p.40). 24. UN (task 1 /8 the use of FN: Ann) & CO (self-discipline p.40). 25. UN (task 1/ 9 the use of FN: Ann) & BE (true friendship p.40). 26. UN (task 1/ 10 the use of FN: Joe) & BE (true friendship p.40). 27. SE (task 2 in John story shows safety P.40). 28. UN (task 1/ 1 A refers to FN: Emma) & TR (refers to CP: Egypt p.41). 29. CO (task 1/ 1 B refers to self- discipline in studying p.41). 30. CO (task 1/ 2 B refers to polite expression p.41). 31. UN (task 1/ 4 A refers to FN: Emma p.41). 32. SD (task 2 presents independency in goal choosing p.42). 33. UN (task 4 presents FN: Maddy Ross & Carl Highgate p.42). 34. UN (task 2 refers to FN: Larry & Mark p.43). 35. UN (task 3 refers to FN: (Lucy, Larry, Mark, Michiko) & TR (the use of CN: Susan p.43). 36. SD (task 4 questionnaire refers to different goal choosing) & CO (contains polite expression p.43).

Comments	<ul style="list-style-type: none">  PO= 1  ACH= 4  HE= 7  ST= 1  SD= 13  UN= 29  BE= 4  TR= 6  CO= 13  SE= 4
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Rubric Analysis (Grade 10 A)	
Unit Title	Emergency
Unit number	4
Passage	<ol style="list-style-type: none"> 1. SE (the title “Emergency” & vocab list indicates safety: emergency, smoke & flame p.46). 2. UN (passage task 3 refers to FN: Carol p.46). 3. UN (task 4 passage indicates FN: Dan) & CO (self-discipline of time schedule p.46). 4. UN (the passage refers to using FN: Dan Fellini & Carol Roper p.47). 5. SE (through text the theme of Dan job indicates: keeping people Safe) & ST (firefighters face challenges & CO (this job requires self-discipline p.47). 6. ACH (the title “Young nurse is saved from 10th floor fire” through title” & passage presents accomplishment & success) & SE (indicates safety p.51). 7. UN (the passage refers to FN: Ken, Helen & Dave) & ST (the challenges that the firefighters face to rescue people p.51). 8. UN (side notes novel presents broad minded data p.59).
Picture	<ol style="list-style-type: none"> 1. CO (time schedule indicates self-discipline p.47). 2. SE (fire fighter pictures refers to safety) & SD (being courageous p.47). 3. HE (the picture refers to happy teenagers discussing opinions p.48). 4. SE (the picture indicates safety in being rescued from a fire p.51). 5. Security (pic indicates being saves; Ben (Helen was helped & rescued p.51). 6. HE (the picture refers to cheerful teenager’s p.52). 7. BE (the picture indicates friendship) & SE (how to play safe p.55). 8. HE (picture 1 refers to people who are going in a trip) & SE (safety of climbing over the fence p.57). 9. BE (picture 2 indicates friendship) & TR (in wearing the Hijab p.57). 10. SE (picture 3, 4, 5 & 6 presents’ safety) & BE (helping others in dangerous situations p.57). 11. PO (the picture indicates the power of authority) & TR (the tradition of Indian people clothing) & UN (the court presents social justice p.58).

Activity	<ol style="list-style-type: none"> 1. UN (task 2 refers to FN: Dan Fellini p.48). 2. SD (task 4 indicates independence of thought & choosing goal p.48). 3. TR (task 4/ 1 presents the use of CN: Mona p.49). 4. ACH (Task 1/2 indicates success p.52). 5. SE (task 1/ 4 refers to safety p.52). 6. UN (task 4/ 1 refers to FN: Helen & Dave p.52). 7. SD (task 4/ 2 refers to exchanging different opinions p.52). 8. HE (task 1/ 4 indicates pleasure p.53). 9. UN (task 3/ 2 A refers to FP: London p.53). 10. UN (task 3/ 2 B refers to FP: London p.53). 11. ACH (task 3/ 6 A refers to accomplishment p.53). 12. CO (task 3/ 6 B refers to polite expression p.53). 13. UN (task 1/ 3 indicates the use of FN: Helen p.54). 14. TR (task 3/ 1 A indicates the use of CN: Hisham p.54). 15. TR (task 3/ 3 A indicates the use of CN: Majeda p.54). 16. UN (task 1 indicates the use of FN: Helen p.55). 17. SE (task 2 content refers to safety) & UN (the use of FN: Helen p.55). 18. ACH (task 2/ 4 refers to accomplishment of the fire fighters p.55). 19. TR (task 3 refers to CN: Ahmad) & SE (safety p.55). 20. SD (task 3 refers to independent thinking p.56). 21. UN (task 1 indicates the use of FN: Bell, Tim & Tom p.57). 22. TR (task 1 refers to CP: Jericho p.57). 23. SD (task 2 refers to creativity p.57).
Comments	<ul style="list-style-type: none">  PO= 1  ACH= 4  HE= 4  ST= 2  SD= 5  UN= 14  BE= 3  TR= 7  CO= 4  SE= 11











Rubric Analysis (Grade 10 A)	
Unit Title	<i>Dangerous weather</i>
Unit number	5
Passage	<ol style="list-style-type: none"> 1. SE (the title “Dangerous weather” & vocab table indicates national security p.60). 2. SE (theme of the weather report shows different weather disasters: avalanches, tornadoes, & hurricanes p.60 &61). 3. UN (the passage refers to many FP: America, India etc... p.60 & 61). 4. SE (the title “Hurricane watching: saving lives” refers to safety p.65). 5. SE (the theme of the passage is about national security) & UN (the use of many FP: Florida & Pakistan p.65). 6. SD (in the novel part 4 still brings curiosity, courage & independency Of Fogg’s character p.72). 7. UN (side notes presents brad minded p.73).
Picture	<ol style="list-style-type: none"> 1. SE (the picture indicates dangerous weather conditions p.60). 2. SE (pictures indicates dangerous storms p.61). 3. SE (the picture indicates prediction Hurricanes and being safe) & ACH (accomplishments of having modern satellites and technology p.65). 4. HE (the picture presents a happy girl p.66). 5. UN (the picture of the weather symbols refers to being opened minded about weather forecaster p.70). 6. TR (Palestine map & locations indicate commitment to culture p.71).

Activity	<ol style="list-style-type: none"> 1. TR (task 1/ 2 refers to CN: Fuad p.62). 2. UN (task 3 refers to FP: India p.62). 3. SD (task 5 refers to different action choosing p.62). 4. SE (task 2 content refers to safety p.63). 5. SE (task 3 content refers to safety p.63). 6. SE (task 4 content refers to safety p.63). 7. UN (task 2/ 4 A refers to FN: Peter p.66). 8. SE (task 4 refers to safety) & SD (independence in action choosing) & UN (the use of FP: Bangladesh p.66). 9. SE (task 1 refers to safety in indicating natural diseases p.67). 10. CO (task 3/ 1 A present polite expression p.67). 11. CO (task 3/ 2 B presents the use of polite expressions p.67). 12. UN (task 1/ 1 refers to FP: Bangladesh p.68). 13. UN (task 1/ 1 refers to FP: Bangladesh p.68). 14. UN (task 2/ 1 refers to FP: Bangladesh p.68). 15. UN (task 4 refers to FN: Joe Johnson p.68). 16. UN (task 5 refers to FN: Joe Johnson p.68). 17. CO (task 1 presents the use of polite expressions) & TR (the use of CN: Mona & Ali p.69). 18. TR (task 2 refers to CN: Tariq p.69). 19. TR (in presenting forecasting of Palestine weather supports commitment to culture p.71). 20. TR (task 1/ 1 indicates the use of CP: Jenin, Nablus, Jerusalem & Palestine p.71). 21. TR (task 1/ 2 presents CP: Rafah, Nablus & Palestine p.71). 22. TR (task 2 presents the use of CP: Palestine p.71).
Comments	<ul style="list-style-type: none">  PO= 0  ACH= 1  HE= 1  ST= 0  SD= 3  UN= 12  BE= 0  TR= 8  CO= 3  SE= 12











Rubric Analysis (Grade 10 A)	
Unit Title	Working for a Better world
Unit number	6
Passage	<ol style="list-style-type: none"> 1. SD (the passage title indicates exploring) & UN (being open minded helping the world become a better one p.74) 2. ACH (the theme passage indicates accomplishments of the couples p.74) 3. SD (both characters show how independent they were on themselves p.74). 4. ST (the passage indicates how both characters faced challenges in life to accomplish their dream p.74). 5. UN (task 3 passage refers to FN: Marie & Pierre p.75). 6. UN (task 4 passage refers to FN: Marie Curie p.75). 7. TR (passage task 4 refers to CP: Palestine p.78). 8. ACH (the passage indicates the accomplishments of the poet) & TR (the passage presents a Palestinian poet: Mahmoud Darwish p.79). 9. TR (the passage refers to CN: Adnan & CP: Amman, Ramallah & Palestine p.79). 10. TR (the poet indicates his commitment towards his people & culture p.79). 11. SD (Fogg character in part 6 still indicates independence & choosing goal p.86) 12. SD (part 6 novel still holds curiosity to know the ending p.86). 13. UN (extra notes indicates understanding of new information p.87).
Picture	<ol style="list-style-type: none"> 1. ACH (the picture indicated the accomplishment of the two scientists p.75) 2. SD (the pictures indicate creating & exploring p.75). 3. HE (the picture indicates happiness & pleasure) & BE (true friendship p.79) 4. UN (pic shows a world of peace, unity with nature & world of beauty) & SE (a clean place p.79). 5. BE (the picture indicates: loving, helpfulness & responsible family p.83). 6. HE (the family picture shows pleasure & happiness p.83). 7. SE (the picture indicates a clean place) & stability of family p.83). 8. UN (the picture refers to FN: Tim, Erica & Maisie p.83). 9. SE (the picture shows a clean environment) & TR (respect to religion in wearing Hijab p.84). 10. TR (the picture presents the Palestinian flag p.84). 11. ACH (the picture indicates a successful female doctor) & TR (the act of wearing Hijab p.85). 12. SE (the picture of the boat indicates safety of the storm p.86).

Activity

1. UN (task 1/ 4 refers to FN: Jana p.76)
2. SE (task 2/ 2 A & B indicates safety p.76).
3. UN (task 2/ 4 A refers to FN: Marie & Pierre Curie p.76).
4. UN (task 3 refers to FN: Marie p.76).
5. ACH (task 1 refers to Marie accomplishments) & UN (the use of FN: Marie p.77).
6. UN (task 2 refers to FN: Marie & Pierre p.77).
7. UN (task 3 refers to the use of FN: Marie & Pierre) & FP: Paris p.77).
8. UN (task 4 refers to the use of FN: Marie & Pierre p.77).
9. TR (task 1/ 2 A & B indicates understanding & respect of Palestinian tradition p.80).
10. CO (Task 1/ 3 A supports politeness p.80).
11. CO (Task 1/ 3 B supports politeness p.80).
12. CO (Task 1/ 5 A supports politeness p.80).
13. TR (task 2 content refers to culture & the use of CP: Lebanon & Al- Birwah p.80).
14. TR (task 3 indicates the use of cultural concepts: Haifa newspaper p.80).
15. TR (task 4 choice indicates respect to tradition and culture) & SD (giving independent opinions p.80).
16. TR (task 1 refers to FN: Marie p.81).
17. TR (task 1/ 1 indicates the use of CN: Fuad p.81).
18. TR (task 1/ 2 refers to CN: Ahmad & CP: Palestine p.81).
19. TR (task 2/ 1 presents the use of CN: Ibrahim p.81).
20. UN (task 2/ 4 refers to FN: Marie Curie p.81).
21. UN (task 2/ 6 refers to FP: Australia p.81).
22. UN (task 3/ 1 A refers to FN: Curies p.81).
23. UN (task 3/ 3 A refers to FN: Joe p.81).
24. UN (task 3/ 3 B refers to FP: London p.81).
25. TR (task 1 refers to Mahmoud Darwish life p.82).
26. TR (task 2 presents the use of CP: Al- Beirut) & UN (the use of FP: Ankara p.82).
27. TR (task 3 refers to CP: Gaza p.82).
28. TR (task 2 indicates the use of FN: sam & Erica p.83).
29. TR (task 3 indicates the use of CN: Jamila p.83).
30. SD (task 4 refers to creativity p.84).
31. UN (task 1 refers to CP: Ramallah, the Dead sea & Jordan etc...) & UN (the use of FN: Frost & Grandad ; different nationalities: Spanish & Jordanian) & TR (the use of CN: Adnan p.85).
32. TR (task 2 refers to CN: Hanan & CP: Gaza & Egypt) & ACH (presents a success story p.85).
33. SD (task 3 refers to creativity in using real life stories p.85).
34. SD (task 3 presents independence in opinion p.85).

Comments	<ul style="list-style-type: none">  PO= 0  ACH= 6  HE= 2  ST= 1  SD= 9  UN= 22  BE= 2  TR= 22  CO= 3  SE= 5
Rubric Analysis (Grade 10 B)	
Unit Title	Palestine: Holy Land to the world
Unit number	7
Passage	<p>22. TR (the passage talks about Palestine and its cities: Hebron, Bethlehem & Jericho p.4 &5).</p> <p>23. ACH (golden dome built by the Ummayad p.4).</p> <p>24. TR (the passage indicates respect to religion when mentioning Islamic mosques that were named after great leaders: Mosque of Ibrahim Al- Khalil & Omari Mosque & about the prophet Mohammad (Peace be upon him) p.4).</p> <p>25. TR (the passage talks about the history of the old city p.9).</p> <p>26. ACH (passage shows the accomplishments of Sultan Suleiman p.9).</p> <p>27. UN (the history of the old city teaches wisdom & broad minded p.9).</p> <p>28. PO (in part 7 the theme of the story still indicates wealth of Mr. Fogg (line 22 p.16).</p> <p>29. ST (the story also shows challenge & obstacles that the characters went through p.16).</p> <p>30. CO (story indicates how the officer following the rules & self- control line 36 p.16); line 41 also shows self- discipline of time by Fogg in tracking time p.16).</p> <p>31. UN (extra information of the side notes p.17).</p>

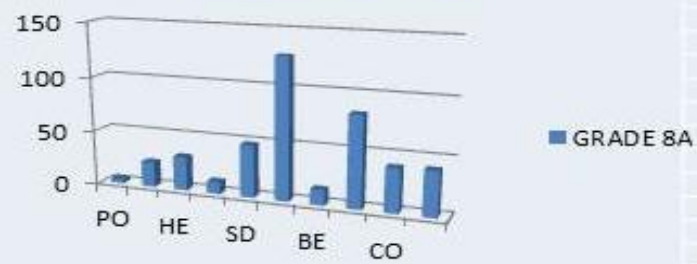
Picture	<p>15. SD (the picture of the girl searching about Palestine presents independency in character, exploring) & TR (the computer presents the Dome of the Rock p.4).</p> <p>16. TR (the picture of Dome of the Rock indicates respect to religion p.4).</p> <p>17. TR (the picture refers to Palestinians cities) & ACH (accomplishment of the art craft and crafts p.5).</p> <p>18. HE (the picture presents two teenagers who are cheerful and chatting p.6).</p> <p>19. TR (the picture supports the commitment of presenting the great Pyramids) & UN (the great pyramids presents a world of beauty) & ACH (accomplishments of the Egyptians p.7).</p> <p>20. UN (the pic of Pyramid shows world at peace & beauty p.7).</p> <p>21. TR (the great pyramids pic supports culture p.7).</p> <p>22. ACH (the pyramids indicate success of Egypt's ruler's p.7).</p> <p>23. SE (the wall of the old city indicates safety & protection of the city); UN (the picture of the old city gives a feeling of beauty); TR (the old city is part of culture & religion); ACH (old city walls & gates indicates achievements of Sultan Suleiman); SD (the pic gives a sense of exploring and knowing what it has and what it is the end of it p.9).</p> <p>24. SD (picture of Sultan Suleiman indicates courageous); PO (Sultan Suleiman the Magnificent indicates social status prestige and control) & TR (presenting a great leader of Islam p.9).</p> <p>25. TR (the pic indicates culture in showing how they used to dress p.9).</p> <p>26. HE (the picture of the two boys indicates happiness p.10).</p> <p>27. UN (the use of FN: Jenny p.14).</p>
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Activity	<p>36. TR (Task 4 supports understanding of Palestine history including CP: Syrian, Hebron & Gaza p.5).</p> <p>37. TR (task 1 indicates the use of CP: Giza, Jericho & Palestine p.6).</p> <p>38. TR (task 2 presents respect to religion concepts: Holy Quran, Prophet Mohammad (PBUH)etc p.6).</p> <p>39. UN (Task 4 indicates to think broadly about developing tourist industry in Palestine p.6).</p> <p>40. TR (task 1 presents the use of cultural concepts: Caliph & holy place p.7).</p> <p>41. TR (task 2 indicates respect to religion concepts: Jerusalem, Muslims & Old etc... p.7).</p> <p>42. TR & UN (task 4 supports discussing Egypt Pyramids & understanding culture p.7).</p> <p>43. TR (task 3 presents respect to the Islamic leader: Sultan Suleiman p.8).</p> <p>44. TR (task 4 presents the use of Islamic leaders: Sultan Suleiman p.8).</p> <p>45. TR (task 1 indicates the use of CP: Jerusalem p.10).</p> <p>46. TR (task 2 presents the use of Islamic concepts: Ottomans, Sultan Suleiman & Jerusalem p.10).</p> <p>47. TR (task 3 presents the use of CP: Jerusalem p.10).</p> <p>48. UN (task 5 supports: open minded) & SD (imaginative, independency of thought & curiosity) & TR (the content of the task is about an Islamic ruler p.10).</p> <p>49. UN (task 1 presents different religions & archaeological p.11).</p> <p>50. TR (task 2 presents the use of CP: Jericho & Palestine) & UN (it indicates being open minded about diffrenet religions p.11).</p> <p>51. TR (task 4 indicates the use of cultural cities: Jerusalem & Jericho p.11).</p> <p>52. CO (task 5/4 indicates politeness p.11).</p> <p>53. ACH (task 5/5 supports the accomplishment of the Muslims p.11).</p> <p>54. TR (task 5/ 6 indicates the use of CN: Mazen p.11).</p> <p>55. TR (task 1 presents respect to history: Mamalik p.12).</p> <p>56. ACH (task 2 indicates the accomplishment of the Gaza project in founding Roman coins and many other things) & TR (the use of CP: Gaza p.12).</p> <p>57. SD (task 3 supports independence and choosing goal p.12).</p> <p>58. TR (task 1 presents the use of cultural concepts: Muslims & Ottoman Turks & CP: Gaza p.13).</p> <p>59. TR (task 2 content supports the commitment of culture in talking about Gaza p.13).</p> <p>60. TR (task 3 content show commitment and respect of culture in mentioning Egypt history) & UN (supports open minded & understanding of Ancient Alexandria p.13).</p> <p>61. SD (task 1 part 2 & 3 directs independence and directions of locations & destinations in using maps & TR (the use of CP: Nablus & Jerusalem) & UN (the use of FN: Jennyp.14).</p> <p>62. CO (task 2 supports politeness) & TR (the use of CP: Palestine Hotel & Islamic Bank p.14).</p> <p>63. SD (task 1 supports independence of writing letters) & TR (the use of Palestinian cities) & UN (the use of FN: Jenny p.15).</p> <p>64. SD (task 2 requires choosing goals and planning p.15).</p> <p>65. UN (task 3 the use of FN: Ethan & Amy p.15); SD (is the type of the task in teaching independency p.15).</p> <p>66. PO (in part 7 the theme of the story still indicates wealth of Mr. Fogg (line 22 p.16).</p> <p>67.ST (the story also shows challenge & obstacles that the characters went through p.16).</p>
Comments	<ul style="list-style-type: none">  PO= 3  ACH=8  HE=2  ST=2  SD=9  UN=15  BE=0  TR=34  CO=3  SE=1

Grade 10 A

	UNIT 1	UNIT 2	UNIT 3	UNIT4	UNIT5	UNIT 6	SUM VALUE
PO	1	1	1	1	0	0	PO 4
ACH	2	6	4	4	1	6	ACH 23
HE	8	9	7	4	1	2	HE 31
ST	2	5	1	2	0	1	ST 11
SD	10	8	13	5	3	9	SD 48
UN	26	25	29	14	12	22	UN 128
BE	1	4	4	3	0	2	BE 14
TR	32	8	6	7	8	22	TR 83
CO	15	2	13	4	3	3	CO 40
SE	4	5	4	11	12	5	SE 41

GRADE 10 A













Rubric Analysis (Grade 10 B)	
Unit Title	Good news from the doctors
Unit number	8
Passage	<p>17. TR (the passage indicates the use of CN: Samar, Anas, Jenan, Deema&Waleed p.18).</p> <p>18. BE (theme of the story indicates true friendship between Jenan and Samar in taking care of Deema p.18).</p> <p>19. BE (helping others is a main theme of the story p.18).</p> <p>20. ACH (the operation of Waleed surgery was perfectly successful p.18).</p> <p>21. TR (passage task 4 indicates the use of CN: Jenan p.22).</p> <p>22. TR (passage task 5 presents the use of CN: Jenan) & UN (the use of FN: Dr. Way's p.22).</p> <p>23. UN (the passage theme is being opened minded in meeting Dr.Way and discussing modern medicine) & UN (in using FN: Mark Way's) & TR (using CN: JenanRashidi, and Waleedp.23).</p> <p>24. UN (another theme of the passage indicates equality for disabled people "disabled people today are being helped to live like everyone else"& protecting the rights of others) & BE (helping them to live like others) & ACH (the passage indicates the accomplishments of new medicine) & UN (open minded of carrying a conversation between genders p.23).</p> <p>25. SE (part 8 story lines 4, 5, 20 & 21 indicates safety "the Sioux have attacked some trains... buy guns to take with us) & "the bridge is damaged and won't support the train weight p.30).</p> <p>26. UN (passage side notes indicates open minded about different information p.31).</p>
Picture	<p>20. TR (picture 1 indicates religion in wearing Hijab by the mother and the doctor) & HE (happiness of the parents p.19).</p> <p>21. UN (picture 2 indicates a world of peace and beauty) & BE (the pic indicates love in holding the child p.19).</p> <p>22. HE (the picture of the two teenagers show happiness p.20).</p> <p>23. TR (the act of wearing Hijab) & UN (being open minded in having a conversation between Jenan and the doctor p.22).</p> <p>24. BE (the pictures indicates helping people who are injured); ACH (of new inventions in medicine); HE (indicates a comfortable life for the special needs in providing them with wheel chairs & artificial legs p.23).</p> <p>25. TR (picture F indicates religion of wearing Hijab p.23).</p> <p>26. ST (pictures A, B & C indicates the challenge of special needs p.23).</p> <p>27. ACH (picture 2 indicates success of having a job for special needs) & UN (indicates equality for special needs p.28).</p> <p>28. HE (picture 1 indicates a happy worker p.28).</p> <p>29. SE (pic indicates safety of a broken bridge p.31).</p>

Activity	<p>52. TR (task 4 presents the use of CN: Waleed&Jenan p.19).</p> <p>53. CO (task 1/1 A indicates discipline in time managing p.20).</p> <p>54. TR (task 1/ 2 A the use of CN: Samar, Waleed&Anas p.20).</p> <p>55. BE (task 2 indicates responsibility of the doctors) & TR (task 2 indicates commitment of using CN: Waleed&Rammal family p.20).</p> <p>56. TR (task 3 indicates the use of CN: Anas, Deema etc... p.20).</p> <p>57. BE (task 4 indicates helping, responsibility& loving baby siblings) & UN (the discussion of diff opinions indicates open minded) & SD (freedom of giving opinions p.20).</p> <p>58. TR (task 1 presents CN: Deema, Jenan& Samar p.21).</p> <p>59. CO (task 2 indicates politeness 'could you please come immediately') & TR (the use of CN: Jena nans Samar p.21).</p> <p>60. TR (task 3 presents CN: Serena, Anas, Anwar, Jenan& Samar p.21).</p> <p>61. SD (task 3/2 indicates intellectual in medicine inventions p.22).</p> <p>62. TR (task 1/1 & ¼ using AN: Mariam, Hisham&Mazen p.24).</p> <p>63. SD (task 1/1 indicates independence and choosing goals) & TR (the use of CN: Mazen&Hisham p.24).</p> <p>64. TR (task 1/ 4 presents CN: Mariamp.24).</p> <p>65. UN (task 2/ 3 A indicates the use of FN: Tim p.24).</p> <p>66. UN (task 2/ 4 A presents the use of FN: John p.24).</p> <p>67. BE (task 4 indicates the modern development to help disabled people p.24).</p> <p>68. TR (task 2/ 2 indicates the use of CN: Badawi&Majeda p.25).</p> <p>69. UN (task 2/ 3 A the use of FP: Canada p.25).</p> <p>70. TR (task 3 indicates commitment in discussing cultural problems such as medical care in Palestine p.25).</p> <p>71. ACH (task 1/13 indicates success "disabled athletes have recently started using artificial legs" p.26).</p> <p>72. ACH (task 2 indicates how modern medicine is helping disabled people p.26).</p> <p>73. TR (task 3 in using CN: Jeanan) & UN (task 3 in using FN: Way p.26).</p> <p>74. TR (task 1 in using CN: Ibrahim & Tariq) & UN (task 1 in using FN: Bell) & CO (indicates politeness "could you arrange....please" p.27).</p> <p>75. UN (task 2 presents the use of FN: Dee & Bee) & TR (the use of CN: Tariq Ibrahim p.27).</p> <p>76. UN (task 3 in using FN: Carr, East & Bell); BE (the content is about helping special needs) & ST (it presents the challenges that special needs face) & SE (ramps indicates safety of special needs p.27).</p> <p>77. UN (task 4 presents the use of FN: Bell p. 27).</p> <p>78. CO (task 3 supports the use of polite expressions p.28).</p> <p>79. CO (task 5 supports the acts of politeness "thank you" & "please" p.28).</p> <p>80. UN (task 1 supports open minded of having different nationalities: Malik, Rob & Chandra in a meeting & discussing a new idea of having a new high tech hospital p.29).</p> <p>81. UN (task 2 presents the use of FN: Rob Hall p.29).</p> <p>82. CO (task 3 teaches how to be polite in conversations p.29).</p>
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Comments	<ul style="list-style-type: none">  PO= 0  ACH= 6  HE= 4  ST= 2  SD= 3  UN= 20  BE= 9  TR= 22  CO= 6  SE= 3
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Rubric Analysis (Grade 10 B)	
Unit Title	Palestine: Holy Land to the world
Unit number	9
Passage	<p>16. SD (the title and choice of vocab indicates independence of thought p.32 & p.33).</p> <p>17. UN (the passage informs being opened minded about educational systems in France & Germany p.32).</p> <p>18. TR (the passage indicates the Academic Palestinians system p.32).</p> <p>19. UN (passage task 3 indicates the use of FN: Rossi p.36).</p> <p>20. UN (passage task 4 indicates the use of FN: Rossi p.36).</p> <p>21. SD (passage theme and title indicates choosing ones goal) & UN (also it indicates logical and intellectual thinking p.37).</p> <p>22. UN (the passage presents using FN: Bell & Kate Rossi p.37).</p> <p>23. BE (in part 9 of the novel, line 30, 31, 32, 33 indicates helping others); UN (open minded of different directions p.44).</p> <p>24. UN (extra notes for the passage supports open minded p.45).</p>

Picture	<p>10. SD (pictures indicates independence of choice in career p.32).</p> <p>11. ACH (these pictures also indicate accomplishments of human developments: car& computers p.32).</p> <p>12. SD (pictures helps students in choosing their own future jobs p.33).</p> <p>13. CO (picture 1 indicates politeness & self- controlled); UN (shows equality of gender getting education, world at peace); HE (happy people who are enjoying life; SE (clean school p.37)</p> <p>14. TR (picture 2 indicates respect to a cultural job); UN (world at peace, unity with nature beauty); HE (a happy man enjoying life p.37).</p> <p>15. TR (picture 3 indicates typical cultural women: stay home mother) & BE (love and responsibility towards her kids) & SE (safety of the baby being held by the fire p.37).</p> <p>16. HE (the picture presents a happy teenagers p.38).</p> <p>17. CO (the students picture indicates self-control and self- discipline in class); SE (clean classroom); UN (mixed genders, open minded p.40).</p> <p>18. SD (the picture of the map indicates independency in knowing locations p.41).</p> <p>19. SE (pictures 1, 3, 4 indicates safety); CO (Picture 3 indicates self-discipline p.41).</p> <p>20. SE (the war picture indicates safety p.44).</p> <p>21. UN (the map refers to different locations p.45).</p>
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Activity	<p>39. TR (Task 1/1 using CN: Mazen p.34).</p> <p>40. CO (task 1/3 indicates self-discipline p.34).</p> <p>41. ACH (task 1/6 indicates accomplishments) & TR (the use of CN: Bidawi p.34).</p> <p>42. TR (task 2 supports using AN: Zina, Mona, Ali, Tariq &Mazen) & SD (task content helps indicating independency in careers p.34.)</p> <p>43. UN (task 3 presents the use of FP: France & Germany) & TR (the use of CP: Palestine p.34).</p> <p>44. SD (task 5 supports choosing goals p.34).</p> <p>45. UN (task 3 presents the use of FP: China & Japan p.35).</p> <p>46. TR (task 1/ 1 A presents the use of CN: Hanan p.38).</p> <p>47. UN (task 2 presents the use of FN: Rossi p.38).</p> <p>48. SD (task 4 presents independency in thoughts p.38).</p> <p>49. SD (task 1 content helps students to choose their academic stream p.39).</p> <p>50. TR (task 2/1 the use of CN: Mona p.39).</p> <p>51. UN (task 2 type indicates being open minded) & SD (indicates curiosity, logical thinking p.40).</p> <p>52. TR (task 3 presents the use of CP: Palestine p.40).</p> <p>53. SD (task 2 supports curiosity) & TR (the use of CP: The Palestinian Hotel, The Souq p.41).</p> <p>54. UN (task 3 presents the use of FP: Japan, Nepal & Africa p.41).</p> <p>55. UN (task 4 using FN: Dan p.41).</p> <p>56. UN (task 1 the use of FN: Jenny) & SD (task indicates choosing goals and curiosity p.42).</p> <p>57. SD (task 3 refers to creativity in developing role plays p.42).</p> <p>58. UN (task 1 the use of FN: Jenny); BE (the content of the personal statements indicates helping others p.43).</p> <p>59. UN (task 3 presents the use of FN: Jenny) & SD (task 3 content indicates choosing goals p.43).</p> <p>60. UN (task 4 the use of FN: Jenny p.43).</p> <p>61. UN (task 3 map locations indicate open minded & the use of FP: New York, Chicago & San Francisco p.45).</p>
Comments	<ul style="list-style-type: none">  PO= 0  ACH= 2  HE= 3  ST= 0  SD= 14  UN= 22  BE= 3  TR= 11  CO= 4  SE=

Rubric Analysis (Grade 10 B)	
Unit Title	Palestine: Holy Land to the world
Unit number	10
Passage	<p>7. SD (the title of the passage “Healthy eating – healthy body” indicates directing others to healthier choices p.46).</p> <p>8. UN (theme of the lesson is to indicate what American teenagers go through p.47).</p> <p>9. SD (passage directs students goals in what to choose to do p.47).</p> <p>10. SE (passages indicates safety where it explains the consequences of not eating breakfast p.47).</p> <p>11. BE (passage indicates offering help to others to be healthy p.47).</p> <p>12. UN (in using FN: Carrie Choi & Ellen Grant p.47).</p> <p>13. SD (passage indicates healthy choices to others & exploring healthy choices) & UN (open minded to different food pyramid p.50).</p> <p>14. SD (task passage 3, 4, 5 indicates exploring healthy choices p.51).</p> <p>15. SD (part 9 indicates courage of Fogg to save his servant & curiosity to see the events); CO (Fogg self-control of time) & PO (the power of money p.58).</p> <p>16. UN (side notes of the passage indicated broad minded of presenting new information p.59).</p>
Picture	<p>16. UN (the picture of the fast food indicates openness on types of fast food p.46).</p> <p>17. CO (the menu indicates restrain of actions in what to order p.46).</p> <p>18. HE (the picture indicates happy people indicates happy people); SD (freedom and independency in giving opinion p.47).</p> <p>19. SE (pic indicates a clean place p.49).</p> <p>20. SD (the title passage indicates directions to healthy choices in food pyramid p.50).</p> <p>21. SE (the food pyramid picture indicates safety of food choice) & SD (exploring healthy food p.51).</p> <p>22. TR (pictures indicate a Palestinian dishes: Falafel & Shawerma p.57).</p> <p>23. SE (the picture of shooing the wolves indicates safety p.58).</p> <p>24. UN (extra notes for passages indicates open minded p.59).</p>

Activity	<p>43. UN (task 1/1 use of FN: Alan p.48). 44. TR (task 1/ 3 presents Cairo p.48). 45. SD (task 4 directs students to healthy choices p.48). 46. UN (task 1/ 3 presenting American teens health problem & SE (their bad health is a problem p.49). 47. UN (task 3 the use of FN: Tim) & TR (the use of CN: Sarah p.49). 48. UN (task 4 the use of FN: Tim) & TR (the use of CN: Sarah p.49). 49. CO (task 1/1 part A & B indicates politeness p.52). 50. SD (task 2 indicates healthy choices & exploring food pyramid p.52). 51. SD (task 4 indicates healthy choices & exploring food pyramid p.52). 52. SD (task 5 presents healthy directions of food p.52). 53. UN (task 2/4 part A indicates FN: Jack p.53). 54. CO task 2/1 part B indicates politeness p.53). 55. TR (task 2/ 6 part A use of CN: Mariam p.53). 56. UN (task 4/1 use of FN: Carrie Choi) & SE (the sentence indicates safety p.53). 57. SD (task 4/ 2 presents healthy choices p.53). 58. SD (task 1, 4 & 5 indicates healthy choices p.54). 59. TR (task 1 presents CF: Hummus p.55). 60. CO (task 3/1 part A & B indicates politeness p.55). 61. SD (task 4 presents tips & directions to a good cook p.55). 62. TR (task 1 & 2 indicates commitment of using cultural dishes: falafel & Mtable etc... p.56). 63. TR (task 4 presents a Palestinian dish: Falafel p.56). 64. TR (task 5 in using CN: Basim, Adnan & Salwa p.56); UN (use of FN: Jenny & Tony); UN (task content indicates open minded conversation in introducing Palestinian food p.56). 65. TR (task 1 indicates respect to cultural dishes p.57). 66. TR (task 3 presents CP: Ramallah & CF: Showerma) & UN (presents FP: England & India p.57). 67. TR (task 4 indicates respect to culture in explaining a Palestinian dish to a visitor p.57).</p>
Comments	<p>✚ PO= 1 ✚ ACH= 0 ✚ HE= 1 ✚ ST= 0 ✚ SD= 15 ✚ UN= 15 ✚ BE= 1 ✚ TR= 12 ✚ CO= 5 ✚ SE= 6</p>

Rubric Analysis (Grade 10B)	
Unit Title	Palestine: Holy Land to the world
Unit number	11
Passage	<p>14.SD (title and passage indicates exploring in finding Nessie & curiosity to read the events p.60 & 61).</p> <p>15.UN (task 4 passage indicates FN: Tim Dinsdale p.61).</p> <p>16.SD (passage theme is about exploring strange events) & UN (talks about FN: Tim Dinsdale p.61).</p> <p>17.UN (passage task 4 presents FN: Tim p.64).</p> <p>18.UN (passage task 5 presents FN: Melissa & Chris p.64).</p> <p>19.UN (passage indicates the use of FN: Robert Rines, Chris, Melissac& Tim Dinsdsle's p.65).</p> <p>20.SD (passage indicates exploring of events & curiosity p.65).</p> <p>21.ACH (accomplishment of discovering the mystery p.65).</p> <p>22.UN (extra notes indicates open minded of side information p.73).</p> <p>23.CO (part 11 indicates Fogg self-discipline of time); PO (the authority of wealth in line 7, 13 p.72).</p> <p>24.SD (side notes indicates exploring new information p.73).</p>
Picture	<p>13.UN (the picture indicates unity with nature p.60).</p> <p>14.SD (the picture indicates exploring and curiosity of this mysterious animal p.61).</p> <p>15.HE (the picture presents cheerful teenagers p.62).</p> <p>16.UN (pic indicates a world of beauty p.65).</p> <p>17.HE (task 4 presents happy boys p.66).</p> <p>18.SD (the map picture indicates exploring locations) & UN (broad minded of different locations p.72).</p>

Activity	<p>7. UN (task 1/ 3 presents FN: Jack p.62).</p> <p>8. UN (task 2/ 3 B presents FN: Rob McBean p.62).</p> <p>9. SD (task 5 indicates independence of actions in different situations p.62).</p> <p>10. UN (task 1/1 indicates the use of FN: Tim p. 63).</p> <p>11. UN (task 1 the use of FN: Tim &Rines p.66).</p> <p>12. SD (task 4 presents independence of thought) & UN (the use of FP: Britain p.66).</p> <p>13. UN (task 2 presents FP: Cambridge & Oxford p.66).</p> <p>14. UN (task 1 the use of FP: Chicago & Oxford p.68).</p> <p>15. UN (task 2 the use of FN: Tim &Rines p.68).</p> <p>16. ACH (task 3 indicates the accomplishment of Tim in filming the animal) & UN (the use of FN: Tim Dinsdale p.68).</p> <p>17. UN (task 1 indicates the use of FN: Mark, Ken, Helen & Dave) & TR (the use of CP: Jericho p.69).</p> <p>18. SD (task 2 content gives choices to different vitamins') & UN (being aware of vitamins functions p.69).</p> <p>19. TR (task 3 indicates the use of CN: Jenan, Samar, Waleed, &Deema p.69).</p> <p>20. UN (task 4 indicates the use of FN: Jenny & Scott & FP: England); TR (in using CN: Maqdasi, Adnan &Jenan and CP: Palestine and Jericho p.69).</p> <p>21. UN (task 2 presents the use of FP: Edinburgh, Scotland p.70).</p> <p>22. CO (task 3, 4 & 5 indicates polite expressions p.70).</p> <p>23. UN (task 4 open minded of using a conversation BW: Jenan& James p.70).</p> <p>24. TR (task 2 indicates the use of CN: Jenan) & UN (the use of FN: Jamses& FP: Edinburgh p.71).</p> <p>25. TR (task 3 indicates the use of CN: Alia & Ibrahim) & UN (the use of FP: Detroit, USA p.71).</p> <p>26. SD (task 5 refers to choosing independent goals</p> <p>27. CO (task 1 indicates self-discipline p.73).</p>
Comments	<p>✚ PO= 1</p> <p>✚ ACH= 2</p> <p>✚ HE= 2</p> <p>✚ ST= 0</p> <p>✚ SD= 9</p> <p>✚ UN= 25</p> <p>✚ BE= 0</p> <p>✚ TR= 5</p> <p>✚ CO= 3</p> <p>✚ SE= 0</p>

Rubric Analysis (Grade 10B)	
Unit Title	Talking about tomorrow's world
Unit number	12
Passage	<p>7. UN (the passage title "Talking about tomorrow's world" indicates being opened minded) & SD (it creates curiosity p.74).</p> <p>8. UN (task 3 indicates the use of FN: Rosa, Liam & Simu) & TR (the use of CN: (Basim p.74).</p> <p>9. UN (task 4 indicates the use of FN: Rosa, Liam & Simu) & TR (the use of CN: (Basim p.74).</p> <p>10. UN (the passage title: "Future good or future terrible?" along with the passage indicates having a broad minded); SE (safety and national security) & SD (intellectual thinking and exploring p.75).</p> <p>11. UN (the passage presents different nationalities such as: Rosa from Sydney, Liam: from Dublin & Basim from Jericho p.74).</p> <p>12. UN (the choice of FN author: Harry Honda p.78).</p> <p>13. SD (the passage title "The most dangerous century" indicates SE (national security); UN (passage theme talking about solutions indicates protection of all welfare of people and nature p.78 & 79).</p> <p>14. UN (the passage theme offers the idea of protecting the welfare of all people and nature) & SE (offering solutions to climate changes & safety p.78 & 79).</p> <p>15. ACH (ending of the story indicates accomplishment of the mission); HE (a cheerful ending p.86).</p> <p>16. UN (Side note information of the passage indicates broad minded p.87).</p>
Picture	<p>14. UN (the pic indicates different nationalities: Rosa (Sydney), Liam (Dubline) & Simu (Nairobi p.75).</p> <p>15. TR (pic indicates a Palestinian nationality: Basim (Jericho) & HE (their pictures indicate happy people p.75).</p> <p>16. TR (the picture of the Amish people indicates respect of their culture); HE (people who are enjoying life); UN (world at peace p.76).</p> <p>17. SE (the picture of the world surface temperatures indicates national security); UN (protection of the welfare of all people and of nature p.78).</p> <p>18. TR (picture A mentions the Nile, Egypt); UN (it presents a world of beauty of the Nile p.79).</p> <p>19. SD (picture B indicates a challenged life to protect nature); TR (culture Arab dressing & presenting African farmers p.79).</p> <p>20. UN (picture A indicates open minded discussion between different genders) & SD (interviewing others shows independency of thoughts p.83).</p> <p>21. SD (picture B of the shape wheel indicates: creating, exploring and imaginative); UN (broad minded p.83).</p>

Activity	<p>37. UN (task 1/2 indicates FN: Tony) & HE (a person who enjoys life and traveling p.76).</p> <p>38. UN (task 1/ 6 presents FN: Tom p.76).</p> <p>39. UN (task 2 indicates the use of FN: Hisako, Simu& Rosa) & UN (task 2 content indicates understanding different view about the world p.76).</p> <p>40. UN (task 3 content indicates being open minded) & SD (independency of thoughts p.76).</p> <p>41. SE (Task 4 indicates how Amish people cares about protecting the environment); SD (freedom of choice and living of the Amish people p.76).</p> <p>42. SD (task 2 content indicates logic and intellectual thinking); SE (national security and effect of war p.77).</p> <p>43. UN (task 2 presents a world issue in how United Nations functions and how it was created in 1945 p.77).</p> <p>44. SD (task 3 indicates independence of thoughts) & UN (being open minded about predicting the world changes in the coming years p.77).</p> <p>45. SD (task 5 indicates imaginative thinking p.79).</p> <p>46. TR (task 1/1 the use of CN: Fareeda p.80).</p> <p>47. SD (task 3 supports intellectual thinking & independency of thoughts and actions p.80).</p> <p>48. SD (task 5 content indicates independence of thought and action p.80).</p> <p>49. UN (task 3/3 the use of FN: Jack) & ACH (accomplishments p.81).</p> <p>50. SE (task 3/1 indicates safety p.81).</p> <p>51. UN (task 1/ 5 presents the use of FN: Eleanor p.81).</p> <p>52. UN (task 1 content indicates protection of welfare of people and of nature); BE (helping others) & SE (safety p.83).</p> <p>53. ST (task 2 contend indicates challenges); ACH (ambitious) & UN (indicates being broad minded p.83).</p> <p>54. CO (task 3/ 1 indicates a polite expression p.83).</p> <p>55. UN (task 1 content of population growth indicates broad minded); SD (intellectual thinking p.84).</p> <p>56. CO (task 2/ 3 A & B indicates polite expressions p.83).</p> <p>57. UN (task 4 the use of FN: Nandy& Honda & passage title “climate change” supports broad minded); CO (polite expressions when disagreeing with others) & SE (it discusses national security p.84).</p> <p>58. UN (task 1 & 2 indicates broad minded and protection of the environments; using FP: Manhattan, New York) & SD (supports independent thinking p.85).</p> <p>59. SD (Task 3 theme content indicates SD: intellectual thinking and independence) & SE (indicates stability of society and safety) & TR (it presents Palestinian problems p.85).</p>
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Comments	<ul style="list-style-type: none"> 🚩 PO= 0 🚩 ACH= 3 🚩 HE= 4 🚩 ST= 1 🚩 SD= 17 🚩 UN= 29 🚩 BE= 1 🚩 TR= 8 🚩 CO= 3 🚩 SE= 10
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Appendix 2: The Structure of the 8th Grade English Textbooks

	1. Hello World
	2. A Taste of Palestinian Culture
	3. Going to a National Park
	4. How to Get Healthy
	5. People and Games
	6. Friends
→	7. Revision
	8. Different people, Different Clothes
	9. The World of Food
	10. Back Home in Palestine
	11. A Palestinian Wedding
	12. Finding out about Names
	13. When Islam Came to Spain
	14. Revision

The Structure of the 9th Grade English Textbooks

	1. Getting to Palestine
	2. I Feel at Home Already
	3. Be Fit, but be Safe
	4. A Great Leader
	5. A day in Istanbul
	6. Palestinian Success Stories
→	7. Revision

8. What if?
9. Helping Hands: Making Friends
10. Wildfire in Danger
11. A Garden for all
12. Be Happy
13. Good News from the Hospital
14. Revision

The Structure of the 10th Grade English Textbooks

	1. Making Contact
	2. From here to there
	3. Free Time Activities
	4. Emergency
	5. Dangerous Weather
	6. Working for a better World
→	7. Palestine: Holy Land to the World
	8. Good News from the Doctor
	9. Which Way at 16?
	10. Healthy Eating – Healthy Body
	11. Strange Events
	12. Talking about Tomorrows World

Appendix 3: Transcription of classroom observations

9th grade Girls observation / Class A

The following 9th grade observation in the English class lesson unit 9 titled “Helping hands; Making friends”, was firstly initiated through a quick revision of the previous lesson of vocabulary given. The new topic lesson unit 9 was first introduced through the following question: “What does the title indicate the lesson will be about?” One of the students answered “Helping others has signified the importance of making, and helping others. This has shown when we help others; we build communities and become aware of one another. I found that the ninth grade student was speaking from a logical point of view, But then again she was 1 of 33 students who shared such opinion.

The teacher paid close attention to the pre task question, where it required describing the main theme of the lesson, which was a demonstrative picture of two girls. , represented in the passage picture. The class had to describe what each girl was doing in order represent the main theme of the lesson. The next step of the lesson was to use the CD recorder to play the main vocabulary words along with the passage in order to allow the students to listen and pronounce the words in a fluent English manner.

Most Palestinian governmental schools have taught English as a foreign language, but most of the teachers in Palestine are not native speakers, which mean they have an inadequacy in pronunciation, and fluency speaking of the English language. The lack of the communication of the language was clearly shown during the English class lesson, because she kept constantly asking the students if they comprehended the lesson, or found difficult words that they were unable to pronounce.

In her second lesson “Reaching Out to Others”, the teacher did an outstanding job in presenting the rolls of each volunteer in the English

conversation. Many girls had the chance to stand up and explain the voluntary work of the book character and answer questions from the audience. This added a positive reinforcement for the girls to participate and be engaged in the task.

The teacher also made use of expanding the lesson when she asked “If you were Tom (one of the volunteers’ characters) how would you feel? She also had made the context related to the class by implying “This here is your village, we have encountered many special needs for people” so how we can help if they are a part of our family or not family members.

During the class lesson it was clearly revealed that the students had given full respect, and discipline to teacher in terms of paying attention. This was shown because the students had given full engagement of the lesson. This is typical in most of Palestinian governmental schools where the teacher holds a strong prestige in his character because of discipline. Towards the end of the class, she connected the lesson theme with the Islamic religion by giving examples about the prophet Mohammad (peace be up on him) who once helped an old lady.

The teacher tried to connect to all classroom members especially those seated in the back. In the beginning I thought she’s aware of them and wanted all the class to participate. She constantly called up these students, who were connected with labeling. Constantly calling up these students connects with the labeling theory. Ensuring that kids are in constant need for help “becomes a self-fulfilling prophesy for him and the student comes to incorporate the label into his sense of “self” (Jeanne, John & Spade, 2009, P.3).

A single book on the shelf was not seen to encourage short stories in English. Nor was there a game to induce fun English learning, which made me wonder about the absence of encouragement on class assignments outside the class room. Simple techniques such as adding a book shelf in class would have internalized the idea of the importance of reading. Since this was not a native English class but an EFL (English Foreign Language). Students needed to be

surrounded by stories in order to read other than their required curriculum text in order to practice the language. Students in Palestinian schools face many issues in comprehending and practicing the four skills, this has been due to the low exposure of the English language.

Many of our students in Palestine cannot comprehend or even imagine what they are learning about. They learn about the beach, but cannot visit one. They learn about the Dome of the Rock, but cannot visit it. They learn about dissecting animals, but their school cannot afford a lab. They hear about a library, but they don't have one so they cannot visit a library. These students were only learning through books, not through life experiences. Their daily lives differ depending on where in Palestine they live, how much money their families have, and whether they believe they can even have a bright future.

9th Grade observation / Class B

The next 9th grade male gender English lesson was observed in order to analyze the methodical teachings aims and its out coming results in the English lesson unit 9 titled: "Helping hands: Making friends." The lesson began with the teacher asking his students the meaning and clarification of the unit title. It was clearly obvious that most of the students lacked English communicative skills when they answered the instructor in the Arabic language. The teacher again tried to clarify his question according to the unit lesson. He began explaining the topic by expressing, "When I help you ,and you in return help me ,the out coming result will lead to cooperation ,which would be an indication of a strong ,and trusting friendship. Afterwards the instructor gave the students time in order to guess randomly an alternative topic to the lesson. He began leading the students to the interpretation of the title by making them look closely to the topic and then asked them another question "Is it for a specific culture?" He elaborated some more by continuously asking if the students have helped their neighbors, family or disabled people. An emphasis was made to the class when asked how they felt when giving a helping hand to others.

He then associated illustrations for the lesson in order to clarify his aim of the unit topic while asking the student's specific questions like, "Who are the two women?" "What are they doing in the picture?"

To determine and to implement the aim of the unit lesson a CD recorder was used to have the students listen, and repeat the pronunciation of main vocabulary terms. The teacher again repeated, and students echoed the following terms in the second round. It was clear to determine that students had difficulties in pronouncing most of the new words. An on line link was given to the class in connection to the vocabulary unit in order to practice pronunciation and fluency of words for the following English class.

One important part of the lesson was when the teacher gave the example of Mohammad Al Qeek (back then in April) to explain the word pity when saying "we all feel pity for Mohammad who has been on strike for 82 days." The students also wanted to know what was Arab style tea, where the teacher elaborated, and explained in Britain people drink tea and milk, unlike in Palestine tea is made with mint.

In conclusion of the previous observation of Class B showed vocabulary words were taught based on the behaviorist school, which in terms was very traditional. That is why boys were not giving their full attention to the lesson. I felt a disconnection in the outcome aims of the lesson. Most of the words were abstract, didn't have any life, and pictures didn't have any related colors, or attractiveness in order to capture the students' attention. Class B was exceptional because it was among out of the four sample of the only boys' school. The boys in the class were highly active and energetic. The students were heedless, and unconcerned about the lesson, which made managing the class difficult most of the time.

8th grade observation / Class C

The English lesson “A Palestinian Wedding” unit 11 was introduced to the students by first asking the following questions as an introduction to the unit: Who had been to recent wedding party”? What are the main events in a Palestinian wedding? Palestinian wedding celebrations includes the Zaffa and the traditional cultural dance called Dabka. How are Palestinian wedding different or similar to other weddings in other traditional countries?

The introduction of the lesson made the students as well as me interested in continuing the class discussion. A number of visual teaching aids were used to define and clarify the lesson class such as: flash cards, original poster photos of weddings, and newlywed’s photos of the bride and groom, in order to reach the prospective view of the students, and show the main concept of the lesson. To make the lesson theme more vivid, the teacher had earlier asked the students to bring traditional female wedding dresses and Palestinian traditional Hinna dresses (Vail, white dress and the Palestinian Thub). The teacher commented that the wedding dress was every girl’s dream.

One of the main lesson concepts was a DVD device where the teacher made sure to elaborate on explaining how recent weddings are saved by other modern devices such as: flashes and CD’s. She also explained how weddings in the past were different from the ones nowadays. Students were introduced to the new vocabulary by a tape recorder to hear the correct pronunciation and repeat after it.

Although, the teacher didn’t have a fluent English accent, her outstanding methodological teaching ability was exceptional. The instructor emphasized and focused on the class’s listening skills by connecting the speaker device with the visual pictures, and made sure that the students were able to express and describe what they listened to, and observed in the class discussion. (See page 41) The teacher implemented her lesson by asking:

“What do you see in these pictures?” “Describe them”. She also emphasized on the pictures by describing the wedding events, and asked the students to detect and discuss the difference between a Sahra and a Zaffa.

Role plays were presented later in the class where two groups had to stand and exhibit in front of the class aloud. After each group exhibited and discussed their ideas about the lesson a loud applaud was given by class students listening to show reinforced and encouragement towards their ideas and thoughts.

A further contrast was made between traditional and modern Palestinian weddings. The teacher made sure to explain the difference by discussing, in the past the weddings were more exciting, because people shared and cooperated together to make the best wedding ever. Today we only find about a wedding event by being invited through wedding cards. If an invitation is not sent guests will not show up for the wedding event.

Students were asked to write and memorize the new vocabulary on the board, and as a motivational move, the teacher asked to spell the words by heart. The teacher also engaged me in the lesson by asking me to give a synonym to one of the words. One of the students were native speaking, which was clear to me she knew the vocabulary terminology already. Also her fluent speaking showed she could clearly pronounce words, which aided the teacher and students in clarifying the pronunciation of the words. The pronunciation of the vocabulary word “congratulations,” was difficult for the teacher to pronounce. With the native speaking student the teacher was able to clarify the English lesson with great success.

10th grade observation/ Class D

In Unit 9 “Which way at 16”, the teacher began her lesson informing her student that 10th grade is a crucial and specific stage. She tried to involve them by asking them why this grade is very important for students. The class structure consists of many native speakers so one of the answers where that “because it

shows you where you want to go and what you want to be when you grow up". The teacher elaborated on the answer and explained how the age of 16 students decide what stream they want to choose, asking what choices in our country do we have as branches. The class seems vivid and alive where most of the students were enjoying the lesson along with the teacher's way of teaching.

Main concepts were explained in the lesson by many techniques such as student projects where each group of students choose a lesson and make a power point on its new vocabulary. The use of LCD captured the class's attention as well as mine. Each main concept was presented with its picture along with a sentence example. She translated them in Arabic as well. Academic stream was divided into scientific and literature. The teacher then explained the vocational root which is the practical side and requires working with hands such as being a nurse and electrician. The teacher seemed to enjoy her class as well; this encouraged most of the class engagement where the direct reflection was obvious. She showed confident in her PCK, which helped her appear confident in what she is offering the class although most of the classes are native speakers. I myself enjoyed the class but again it might be because I liked hearing pure English from these native speakers which makes me races in some way. The students appeared as those who are aware of the flow of a good class discussion because the teacher's method was adapting the communicative method. I noticed the teacher did not hold the textbook unlike the other teachers where they appeared so attached to it and insecure putting it aside.

The class was asked which root they will choose: Scientific, literary or vocational or none (ditching school to get married in a funny way) and many of the students had made up their minds already. Clearly, the teacher was loved by her students and kept a smile in her face in all her classes. None native speakers were emphasized on too, this was proofed by picking n them to answer and putting them in the native speakers groups. The environment of the class in particular and the school as a whole was perfect. Each class was equipped with a LCD device and large classes compared with previous schools. This is due to the

location of the school where it is in a well economic village where most of its families live in the states which explains the many numbers of class involvements.

One situation was so touching to me, where one of native speakers looked around to another group and noticed that they were facing difficulty in answering the worksheet and she said quietly “ You seem lost, squeeze for me so I can come help you out” it was so cute from her. She came and helped her friends out in a modest way not making them feel inferior of her English knowledge or accent. What was amazing is that she did not offer them ready answered but asked them what do they think the answer might be and told them “good job” when they guessed it.

Appendix 4: Transcription of Teachers' Interviews

Interview 1

➤ **Bio Data: (Teacher A)**

- *Gender: Female*
- *Teaching experience: 8 years.*
- *Teaching classes: 6- 10 grades.*
- *Qualification: Masters*

1) As an English teacher, do you think that teaching English should include values? Explain with examples.

Yes, I think that it's very important that English books have values; because we cannot live without values because they are important in our community. It's very important to include values because English is not our language and if we take English as it is, or if we teach English with its full values, I think it may leave bad effects on students. So we have to choose the good values to leave the good effect on students.

2) Do you intentionally make sure to pass some values while teaching English like including it in your weekly plan?

In my preparation book, no I do not cite these things. But from my point of view, I think it's very important to emphasize on values and teaching values to students.

3) Did any of your previous English teachers in school or in college tended to pass values to you as a student?

Not all of them, some of them paid attention to values like religion teachers and some didn't. When I studied in Saudi Arabia, our English teachers always reminded us about what values did we learn from the stories in our English books that we read. All the teachers concentrated on

values such as how to be honest, generous, and cooperative and that you have to work hard to have good things at the end. But, here in our curriculum or in our book, we don't have like these stories. I think the stories are more exciting for students to learn. We also have exciting stories in our textbooks in the 10th grade for example: "around the world in eighty days". Not all my students like the story but the ones they do, they look n the internet for more information about it and make summaries about it. Also, when I visited America, I worked as a volunteer work in Arabic schools. And I saw how important values are such as voluntary work in their culture. There are lots of values there but are not included in our culture but we need them... really. Like how the teachers hug their students... our students don't understand these values and it's not important to them because their family do not care about these values.

4) Do you pass values outside your English classes (hallways, playground, stairs...)?

Yes, I always remind my students to keep the backyard clean and classrooms. It's a good especially because we are Muslims and we have to be clean but they don't listen to me. Sometimes I tell them about Japanese schools and how they clean their classrooms, how they help their teachers, and I tell them I hope that you will be good like Japanese students in your schools. For me, I always teach students the good manners when I can see them. I tell them you have to do this and don't have to do that. Not only in English classes, I think as a teacher you have to do this. You have to teach the students good manners wherever they are.

5) Do you think that the EFL textbooks concentrate on some values (name them/ what form do they appear in)?

Umm... yes sometimes we have values for Palestinian people because the book talks about Palestinian customs and traditions. Not in just one grade all the grades they are talking about Palestinian traditions, I think. The pictures for example, always have good ideas and good values, the

passages and sometimes the example sentences. Unit 8 & unit 9 complete each other and talks about the same topic “helping others”. Another example is this sentence “Tony does extra work at school for children with special needs” so I concentrate here on special needs and I ask the students in our school, we have students with special needs, how can we help them? So some students gave me ideas, but I don’t know if they will do it or not. But I don’t always emphasize on it, like if I don’t have time or the right mood. I ask students at times to do voluntary work in school and to write a report about what have they done. I ask them how they felt in doing voluntary work. When I visited the states, I noticed that they care so much about voluntary work and in my work In the Islamic private school in Ramala, the principle asked each teacher to do voluntary work with her class outside the school. I asked my students to bring their old toys who didn’t want anymore and we gave it to the deaf people. We have to teach students to how to give others without getting anything in return. The main aim is to teach English not to teach values. It’s just to teach the language, the English language. Its right that it has values for Palestinian people but I think the main aim and purpose is to teach English not values.

- ***In which form do they appear?***

In the passage conversation and in by the pictures when Hadeel was helping her aunt making the food. Also in the first semester we had a lesson about the prophet Mohammad (peace be upon him) and Abu Bakers. All the girls loved the passage because it talks about something important and from Religion for us as Muslims. They started to talk more about the prophet stories in how he was generous and honest.

- **In general do you think that there are other globalized/ international values other than the Palestinian values presented in the Palestinian curriculum?**

Yes, you can find some values. For example: in the new book for 11th& 12th grades, we have Romeo and Juliet story.

- **Is this the first time they include this kind of novels in the Palestinian textbooks?**

Yes, so I think that it teaches students new values they didn't know about.

- **What kind of new values do you think it offers "Romeo & Juliet"?**

I don't teach 11th grade so I didn't read the story yet, but I think it has different values from the Palestinian one, I think.

6) How can you define values?

Values... you can say good manner.... It's connected with the personality... something in the person's conviction. I think that values come from home and house... Or from the father and mother... More than it comes from the school. Children can learn values from their friends. Sometimes their friends make the child lie for example or lie and not respect their teachers. In English classes they talk about how to respect others and how to respect their neighbors but when they are playing with their friends, they forget everything. So the community, leave more effect on values more than books. In 9th grade for example, unit 9 "helping hands" it talks about helping neighbors.

- **How come you said that we teach English for English and now you are citing values from the textbook?**

Each teacher has a different aim or a different view. As a teacher you have a message so you always need to tell the students how should they behave and how should they be in their community so if I have any chance while teaching I tell them about these values but if I don't have time I don't. We have restricted time because of the uniformed exams where you have to finish the entire book regardless of the student's lesson. I think it's different from teacher to another but the teachers who wrote this book, the main aim I think is to teach English not values but as a teacher you have a message and you have to teach students all the skills that helps them in their life.

Interview 2

- **Bio Data: (Teacher B)**
- **Gender: Male**
- **Teaching experience: 20 years**
- **Teaching classes: 7th, 9th, 10th, 11th, 12th.**
- **Qualification: BA from Aligarh/ India**

1 As an English Teacher, Do you Think that Teaching English should Include Values? Explain with Examples.

- Yes of course it should include all good values in our society because we are not teaching or giving information because any student can get information from different source. He can get it from the internet, the library, but values I reflect it to my students. For example, if my students saw me as an honest man, they will be affected of course. So values will be taught through our behavior.

2 Do you Intentionally Make sure to Pass some Values while Teaching English like Including it in your Weekly Plan?

- Sometimes you have to do that but at other times it comes by chance. It depends about the subject that I will be teaching. For example, today in unit 9 for 9th grade, the title was “Helping hands: making friends” this means that we are going to teach a value and the importance of cooperation and helping others weather brothers, sisters or neighbors. Another example is in unit 12 “Be happy” it talks about how to feel happy inside the class and inside school. That you are not coming to school compulsory but because you like it.

- *Do you Think that each Unit has a Value?*

Not all units have values only some units.

3 *Did any of your Previous English Teachers in School or in College Tended to Pass Values to you as a Student?*

- Yes, for example, our previous teachers they taught us some values like being honest and being a good man. Not necessarily in English classes but in general. For example, my previous teacher who taught me Arabic, I liked him and I still like him till today. He was a religious and honest man. We still love him.

4 *Do you Pass Values outside your English Classes (hallways, playground, stairs...)?*

- If you are a good man, you have to be good wherever you are either you are inside or outside the school. You have to be honest all the time. For example, after my work I have a computer shop. I am a programmer and I mend some computers. So if any of my students ask me to mend their computer I return it to them in the exact time. So I must be honest. I practice honesty not in just by talking, but by doing it. So they will hear, learn, see and believe an honest man.

5 *Do you Think that the EFL Textbooks Concentrate on some Values (name them/ what form Do they Appear in)?*

- Yes they do. Maybe they appear mostly in the text itself like “reaching out” lesson. It’s about helping, cooperating with other people. Who had some disasters situation natural or man-made.
- *What about the Pictures?*

Some pictures do show like this picture of voluntary workers on pages (20-21). Another picture here on page (25) where we have two young who are helping an old women to cross the street. So I tell my students to respect their parents by helping them and being good to them.

- Can you Think of our Examples from the Textbooks that offer Values?

For example, 10th grade, the famous story “Around the world in 80 days”. This story from my point of view teaches students to be determined, to overcome some challenges and to love adventures. Students will have objectives and goals, and then he must achieve the goal even after a long time like the hero he succeeded because he was determined and a brave man.

- Do you Feel that you are in Constant Pressure to Finish the Curriculum which Limits you Practicing Activities with your Students?

In previous years, when we had enough time. I associated myself with the students to go to the school back yard to clean together all the garbage cans and papers and burned them. So together we practiced voluntary work in our real life. This was in the previous years but now we don't practice this because we don't have enough time.

- Great Example, so if you Can Name another Example where you Practiced Values with the Students in Real Life?

Another example, in unit (11) the title was “A garden for all” we are lucky in our school to have a garden. So we planted flowers and cleaned the bushes. We have good students because they did not destroy it. So they clean it, plan it to make it beautiful so here we have a virtue/ value to maintain our garden and preserve it.

- *In this Unit, while I Was Observing your Class, you Mentioned to the Students about the Oxfam Organization as well. This is Extra Information to the Lesson.*

Yes, it is a British charity established at the end of second war. It helps people who have war, victims by giving money, cloth and medicine. It's still helping too many countries.... This charity. I think the teacher should be a scholar. He must be an educated man, must have lots of knowledge about different topics. For example, if I am going to teach them about a country like Thailand. So it's very important to for me to have good knowledge about this country. Going back and searching information about this topic. Don't just use the textbook itself but other sources.

6 How Can you Define Values?

- You mean how can I define values or how can I teach values?

No define them and what do they mean to you.

In general, good values which are agreed by our society. If they are good we accept them otherwise we will reject them. For example, being honest, brave, strong, determined and many other things.

Interview 3

Bio Data: (Teacher C)

- **Gender: Female**
- **Teaching experience: Alternative teacher for 2 years.**
- **Teaching classes: 7th & 8th grades.**
- **Qualification: B.A**

1. As an English Teacher, Do you Think that Teaching English should Include Values? Explain with Examples.

Yes, teaching English should include some values and know some different things in different ways. Teaching English should not be alone by itself. You can add to the pupils from you experiences and to be good in society. Values are found inside each person and he develop it to be used in society and we should make the pupils useful in society too.

- Can you Give Examples in how you Teach Values from your Experience?

Such as teaching students to read and write first before teaching them the language, this way they will be interested in the language, otherwise they won't understand it. So I fix reading and writing then language.

2. Do you Intentionally Make Sure to Pass some Values while Teaching English like Including it in your Weekly Plan?

Before each lesson, I read the teachers book to define what the lesson is about and understand what will I teach then I focus on the most important thing. While teaching if I find something extra between the lines such as (what part of speech of the word) or (the opposite of it).

- *Are you Trying to Tell me about the Value of Teaching, what I mean is values as a value.*

Oh yes, like some lessons we can learn values from such as unit (11) where its about weddings. It's about Palestinian weddings and other countries weddings. We learn new customs. So I write down various customs in different countries or in other villages inside Palestine. Like my village is different in how they celebrate weddings so I tell them about my custom and they tell me about theirs (my pupils). Because my village is different from Ramallah villages in celebrating weddings. So I put it in my mind when I am preparing the lesson in how I will teach the students the difference between customs. For example, my students village wear the (Hina traditional dress) While my village don't wear that so I explain that we wear the modern dress only.

3. *Did any of your Previous English Teachers in School or in College Tended to Pass Values as a Student?*

Yes, when I was a student in school and in college as well. My social studies and Religion teacher taught me a value which is to never study out of a book and that the lessons should be understood directly from the teacher. So when she used to give a lesson we never had to go back to our books. So the information should be taken directly from our teachers without referring back to our books.

- *Anything Specific from your English Teaches?*

No, I did not take any value from my English teachers.

4. *Do you Pass Values outside your English Classes (hallways, playground, stairs...)?*

Yes, for example, I don't teach grade 9 but I heard shouting from this class. There was a student he wasn't respecting her teacher so the teacher became angry. Later on, so I went to the class by myself and talked to the girl on the side. It was about getting a bad grade in her test because she's a native and did not understand some

exam questions. So she was shouting to her teacher that she did not comprehend some questions. I explained to her that it's not good nether a good habit to shout at your teachers or to your exam. I explained that if my daughter did the same behavior I won't be happy neither proud of her. I told her you are like my daughter and I am speaking to you although I don't know you but I will advise you. The problem was solves after I spoke to her teacher and convincing her to write all the exam questions in English for her. The problem was solved.

5. Do you Think that the EFL Textbooks Concentrate on some Values (name them/ what form do they appear in)?

Sometimes it comes in pictures. These book are good books especially for new teachers because the put them in the road of teaching and teach them how to teach. You discover new things from it and you add it to your knowledge. For example, in unit (10) where the lessons picture teaches students how to describe people.

6. How Can you Define Values?

They are something formed inside peoples personalities since they are children. They will keep developing by time. Like since I was a child, I never through garbage on the floor and this developed when I grew up. Now I teach it in my classes. If I see students leave something in the corner of the classroom, I tell them to put it in the pin. We learned the importance of cleaning form our Cleaning is important from our prophet Mohammad (Peace be upon him). So I develop this value whether in my class or house.

Interview 4

Bio Data: (Teacher D)

- **Gender: Female**
- **Teaching experience: 12**
- **Teaching classes: 6, 9, 10,**
- **Qualification: Masters degree**

1. As an English Teacher, Do you Think that Teaching English Should Include Values? Explain with Examples.

Values are like how you teach?

- *No, not the Way you Teach. Like Human been Values such as Respecting and Cooperating.*

Oh, yes you have to have many values. If you don't have these values, how the girls are will respect you, deal with you. These values should be included in English and in all subjects.

2. Do you Intentionally Make Sure to Pass some Values while Teaching English like Including it in your Weekly Plan?

It comes by chance. When I plan my weekly preparation, I only include the class plan according to my class regarding how the class will participate with me. Sometimes things happen by chance, so you change your plan. But we don't follow exactly what we write in our preparation book.

- *So you Keep in Mind what will you Pass in a certain Unit?*

Yes, yes sure.

3. Did any of your Previous English Teachers in School or in College Tended to Pass Values to you as a Student?

In masters program, while working in groups, I think some teachers taught us how to keep our effect on our students, to keep them in touch and that they will respect and help you. In high school, my math teacher respected us very much and she put some values in her classes.

- *Such as?*

Such as to analysis what people say...like once... I remember.... She asked us "11 graders: Are you in love"? We all paused...for a while... then this girl...not a good student in studying but a good social person with others. So she eyes: I love my mom, my dad, my sister and brother. She told us look how can analyze things in a different way and your friend said what I want you to say.

4. Do you Pass values outside your English Classes (hallways, playground, stairs...)?

Yes, not only in teaching but in general. I encourage students for example, especially the young girls from 1- 4 grade to come present something in the morning. A girl in first grade was very shy so I encouraged her with her mom's help. Last week in the school party she presented something very interesting about Palestine. She's happy now and her personality changed.

- *Can you Name other Examples?*

Yes, another example, are the 7th grade students wanted me to teach them again because I taught them In 6th grade and they told me that they don't like the other teacher , so I told them " Your teacher is very beautiful, nice and she's like me. So they changed their mind about her. They started to deal with her in another way. They respect her now. I told them that each teacher has her own way in teaching methods.

5. Do you Think that the EFL Textbooks Concentrate on some Values (name them/ what form do they appear in)?

Ummmmm.....

- ***Like through the pictures or text can we find values or its only English sentences that has no other meanings or values?***

We have many activities. This curriculum is very full in the text and exercise so we have to finish the curriculum. We don't concentrate with most of the objectives. "We have to finish the curriculum". Sometimes we show the pictures on power point. Girls like it more so they focus more on the pictures. Because of the school projects it makes them think about the lesson.

- ***Do you Use these Projects in all your Classes?***

Yes, they have to choose a subject or an idea and to improve this idea. I remember 10th grade A first semester we had a subject about sports so a group made about it. Each girl talked about her favorite sport. They wrote about it and encouraged other girls to practice the sport. They applied it the playground as well. These projects take time but I still use them.

- ***I Noticed in your Observation Classes, that you are so Cheerful and Happy while Teaching is this a Part of your Personality or because you have a Number of Native Speakers in Class, which Encourage you that have of the Class already Cooperate with you and Get the Lesson?***

No, this is how I teach regardless of the many native speakers, but yes they help me, and help other girls But in the class I love my job. When I enter the lesson, I have to teach them something...to let them be happy.

- ***What about the Unit "Which way at 16" Do you Think it has Certain Meaning to Pass for the Girls?***

This unit makes them think again about their choices. So I told them about my experience when I wanted to choose the scientific stream but because we didn't

have it here back then in school. So I decided to take the literary stream. So I told them my story and that until now I regret it. If there is a chance, I would have studied it.

- *In your Observation Classes, you seemed to Enjoy you Classes Very Much...*

Yes, because you have to work and let the girls like the lesson.

- *To me, Waking and having a Smile on your Face Means Leaving a Values here ...*

In doubt ...really. But because most of the girls don't like English and you have to show them that English is fun and interesting even though they do something wrong...even if they are annoying but you have to respect them ...to feel with them.

- *If I Asked you about the Novel "Around the world in 80 days" Do you Feel it has something Special.... Certain Value?*

Yes, the girls want to know what will happen next. Most of the girls finished the story already and even saw the film. Most of the girls finished reading all the parts.

6. How Can You Define Values?

To me, values are leaving you effect on the person in front of you. For example, there are things when you tell them to your students, and then you tell them in the future this will make sense to you. These are the values that you teach in a direct or indirect way, in the future these girls will think about them. So it is the effect you leave on others. You do not tell them this is a value but in the future they will remember it and reflect on it.