The Palestinian New School Curriculum
Grades 1–11—2016–19

Selected Examples

September 2018

Note: This compilation includes examples from all semester 1 textbooks, grades 1–11 for the 2018–19 school year. It also includes examples from semester 2, grades 1–4 for the 2017–18 school year. Pages for examples in textbooks used in the previous school year are given, with the exception of those examples taken from books that were not updated for 2018.
Violent Struggle and Radicalization


The liberation of all of Palestine is described in a violent poem aimed at nine-year-olds. It calls for "sacrificing blood" to remove the Israeli enemy from the land by "eliminating the usurper" and to "annihilate the remnants of the foreigners."

We sing and remember:

The Land of the Generous

I vow I shall sacrifice my blood, to saturate the land of the generous and will eliminate the usurper from my country, and will annihilate the remnants of the foreigners. Oh, the land of Al-Aqsa and the Haram, Oh, cradle of chivalry and generosity. Patient, be patient as victory is ours, dawn is emerging from the oppression.


Students are instructed to calculate the number of martyrs in Palestinian uprisings as part of a math exercise. A photograph of a funeral is placed next to the question.
The number of martyrs of the First Intifada (the Intifada of Rocks) is 2,026 martyrs, and the number of martyrs of the Al-Aqsa Intifada is 5,050.

The number of martyrs in the two intifadas is _________ martyrs.


Martyrdom and jihad are mentioned as "the most important meanings of life."

Giving one's life [fida‘], sacrifice, fight, jihad, and struggle are the most important meanings of life, especially for a people suffering from the scourge of occupation, of siege, repression, harassment, demolition, and arrest; [all] for freedom, the establishment of the state and self-determination. This is the Palestinian people who displayed the most beautiful pictures of belonging and steadfastness and gave birth to heroes armed with faith, knowledge and patriotism.


Death is described as unavoidable and predestined. This theological claim is connected directly with a call to engage in jihad, leaving no room for different interpretations.
Courage and Audacity: The Muslim is not afraid of death since it is unavoidable. Destiny is predestined and failure to strive and make the jihad does not increase one's age, and courage does not diminish it. He rejects humiliation and disgrace and seeks glory and dignity for himself and his nation.

Dying is described as better than living in a chapter glorifying Palestinian martyrs. Those who seek to live fruitful, peaceful lives instead of taking the path of martyrs are criticized. Drinking the cup of bitterness with glory is much sweeter than a pleasant long life accompanied by humiliation.

We are proud of them, we sing with their wonders, and study their march, and give their names to our children; we put their names on our streets and squares and the cultural places. We spray our gatherings with the perfume of their memory, and each of us wishes to be like them. They have decorated the pages of history. They taught people that drinking the cup of bitterness with glory is much sweeter than a pleasant long life accompanied by humiliation. Indeed, they created an illustrious history to the nation. They are the heroes.

Students are taught that those who die as martyrs (shahada') receive seventy-two virgin brides in paradise and other rewards.
1. Allah wishes to distinguish between the truthful and others, such as the hypocrites in fighting against infidels.

2. Allah wants to take shuhada’ [martyrs] from among the believers and honor them by shahadah [martyrdom] to forgive their sins and raise their class in Paradise. The Messenger of Allah said: ‘There are six qualities for martyr with Allah: he is forgiven in the first batch [of the resurrected dead]; and sees his seat in Paradise; and is saved from the torment of the grave; and is safe during the Great Fear; a crown of honor is placed on his head and one sapphire from this [crown] is better than the entire world and what is in it; he will be married to seventy-two wives from among the Houris [virgin companions—Hoor al-‘Ayn]; and he [may] intercede for seventy of his relatives.’ (Recited by Al-Tirmidhi, and corrected by Al-Albani.)


A reading exercise with the letter “h” (ḥāʾ) for first graders includes the word shahid (martyr) at the center with other words such as hujum (attack) and harab (run away). All three semantic fields—attack, run away, die as martyr—typify clashes of children with soldiers.
Islam is characterized as a religion of war rather than of peace. A pessimistic statement affirms that war has always existed and always will. Islam accepts it as a religious "legitimate necessity."

الحرب ظاهرة لا رمَةٍ الإنسانية منذ فجر التاريخ، وهي في الإسلام ضرورة شرعيّة ولها ضوابط وقيم قبلها وأثناءها وبعدها، ومن أبرز هذه القواعد ما يأتي:

War is a phenomenon that has accompanied humanity since the dawn of history, and in Islam it is a legitimate necessity [dharurah shar'iyyah] and it has controls and values before, during and after.

The textbooks clearly teach that Jews and Israelis are doomed to destruction.

3. The children of Israel’s vandalizing of the land was and will be the cause of their annihilation, and this creed [sunnah] applies to every tyrant and oppressor.

Newton's Second Law is taught in a science textbook through the image of a boy with a slingshot targeting soldiers, to explain power, mass and tensile strength.

During the first Palestinian uprising, Palestinian youths used slingshots to confront the soldiers of the Zionist Occupation and defend themselves from their treacherous bullets.

- What is the relationship between the elongation of the slingshot's rubber and the tensile strength affecting it?
- What are the forces that influence the stone after its release from the slingshot?


Students are encouraged to "sacrifice" themselves for liberation of the Al-Aqsa Mosque.

Banner: I am a Muslim; I sacrifice for the liberation of Al-Aqsa Mosque.
The liberation of Al-Aqsa Mosque is the duty of the Islamic Ummah.


Extremists are described as role models ("Each of us wishes to be like them . . . we put their names on our streets and squares and the cultural places.") and their actions are glorified ("We are proud of them . . . and study their march") in a chapter named: "Hooray for the Heroes." Dalal Mughrabi, who participated and died in the 1978 PLO (Fatah) Coastal Road massacre in Israel, killing thirty-eight civilians—including thirteen children on a bus full of local tourists—is cited with other individuals as a hero.

**Hooray for the Heroes**

Heroes have a great place in every nation; they are the ones who sacrificed their souls and their money. Therefore, they are remembered, and the people are proud of them. Every nation is proud of having as many heroes as can be. And people, who may differ on many issues, all agree on cherishing their heroes. Because if not for them, the nations would be contemptible.

We are proud of them, we sing with their wonders, and study their march, and give their names to our children; we put their names on our streets and squares and the cultural places. We spray our gatherings with the perfume of their memory, and each of us wishes
to be like them. They have decorated the pages of history. They taught people that drinking the cup of bitterness with glory is much sweeter than a pleasant long life accompanied by humiliation. Indeed, they created an illustrious history to the nation. They are the heroes.

Who among us will forget Khalid ibn al-Walid, Umm Ammarah Nusaybah bint Ka‘ab Al Ansariyyah, Khawlah bint Al-Azwar, Tariq ibn Ziyad, Saladin [Saif ad-Din] Qutuz, Omar Al-Mukhtar, Izz Al-Din Al-Qassam, Dalal Al-Maghrabi, Yasir Arafat and others of these moons that never set, which light the darkness of our black nights? These are all embraced by our great homeland, ancient and modern, from Palestine to Egypt and Libya, all the way to Andalusia.

These heroes are the crown of their nation, and they are the title of its glory, and they are the best among the generous and the best among the giving; they carried their lives in their palms, and threw them into danger. Their determination never weakened, they never tired, or surrendered. Some reached their destiny as martyrs; others died for their pledge as proud heroes. These sacrifices and the heroic acts they offered were not for personal gain. They did not leave behind wealth, nor real estate, as all they did was for their faith, their peoples and their homelands. Therefore, they deserved to be called heroes, immortalized by history, and their memory remains as musk fragrance. Hooray for them and down with the cowards!

Poem showing a boy and girl in uniform with a background of a blood-spilled path leading to Jerusalem. These young members of the Fatah youth movement commit themselves to conquer Haifa, Jaffa and Jerusalem.

"I am a lion cub, I'm a flower/we gave our spirits to the revolution
Our grandfathers built houses/for us in our free country
I am a lion cub, I'm a flower/we carried the revolution's flame
To Haifa, to Jaffa/to Al-Aqsa/to [Jerusalem's] Dome of the Rock."

Violent struggle appears as early as the first-grade. Militaristic conquests are glorified while six-year-olds learn the Arabic letters. It should be noted that this image is clearly enlarged more than the others.


Children are expected to become martyrs. The following illustration shows children in the classroom looking at their friend’s desk with the sign: "Martyr."
The following verse, from the Qur'an, calling to "kill them wherever you find them" is given within an exercise with no context or mitigating commentary:

\[\text{\ldots and kill them wherever you find them. (Nisa 4:89)}\]

Math is taught using an exercise with the number of martyrs who died in the 2014 Gaza war.

The number of the Palestine martyrs during the aggression on the Gaza Strip in the year 2014 reached 2,139.
* Write the number of martyrs in words; then read the number.
* Write a number that is one greater than that number.
* Write a number that is one smaller than that number.

Students are instructed to find examples of Palestinian women who became martyrs. This example is one of many, encouraging Muslim women to fight and sacrifice their lives.

Palestinian women are given as examples of sacrifice and martyrdom [fida’]. In cooperation with members of my group, I will mention some of them.

Permission to own slaves and "slave girls" will return "if slavery returns for some reason."

It is permissible for them to enjoy wives, and slave girls, which they own as bondmaids, and anyone who does otherwise is among the transgressors to the limits ordained by Allah, and are exposed to His wrath.

Clarification:

Bondswomen: namely, slaves from among the women. The rule is that a Muslim is allowed to enjoy the slave girls that he owns; this is when slavery was widespread throughout the world. But today there are no slaves (bondswomen) at all, and Islam is for the liberation of man from slavery. The ruling in the verse is a historical judgment, which ended with the end of slavery and will return if slavery returns for some reason.
Palestinian children learn that they are part of a long history of martyrs who sanctify the soil with their blood, while dying in battles against invaders.

And the thousands of righteous and martyrs who have beautified her pure soil with their innocent blood and who have given her their pure souls. And they defend her from passing invaders and oppressive tyrants . . .


A physics textbook teaches the physical rule of circular motion, power, mass and tensile strength while using a picture of a slingshot.
Rewards to faithful Muslims emphasize sexual incentive. While the quotation below does not directly mention those dying in battle, the curriculum as a whole describes faithful Muslims as those who conduct *jihad* for the sake of Allah and die as martyrs.

The verses are followed by the mention of blessings to the faithful, where the fruit is easy to pick without any effort or trouble. And plenty of bliss and generosity from the Almighty. And the believer marries chaste women who had never been married before. And Allah likened these women with sapphires and coral in the intensity of their beauty.
All of these blessings are rewarded by Allah to His faithful worshipers for their benevolence in this world. The reward for good deeds is a great indeed. All this requires us to persevere in thanking Him, and worshiping the way that He loves and which pleases Him.


The curriculum showcases Islamist and nationalistic role models of female martyrs who carried the banner of resistance and liberation against colonialism and imperialism through armed struggle and terrorism. Here, Dalal Mughrabi, who in 1978 participated in a PLO attack, is portrayed as having killed more than thirty Israeli soldiers. In fact, the attack resulted in the murder of thirty-eight Israeli citizens, including thirteen children.

Arab women had a prominent role in resisting imperialism. They did not hesitate to join the bases of the revolutionaries and the training centers. They also led guerrilla operations against the occupation. They led the lists of martyrs, wounded and prisoners, such as Djamila Bouhired, who resisted French colonialism in Algeria; and Dalal Mughrabi who led the Deir Yassin operation on the Palestinian coast in 1978, which resulted in the deaths of more than thirty soldiers. And [there were] many more women, apart from these two, who carried the banner of resistance and liberation in the face of colonialism.


The cover page of unit two (right picture, p.39) titled: "Resistance and Liberation in the Arab World," illustrates violent images of riots. In the second chapter of the same unit, "Resistance to Colonialism," students are expected to recognize the forms of Palestinian resistance toward the Zionist occupation. Six violent images are illustrated (left picture, pp. 51–52) of riots, smoke and rocks thrown against the "Zionist occupation." The pictures are followed by exercises asking students to discuss the violent images and various forms of resistance.
Activity 4: The Stones Uprising and Elastic Potential Energy:

A science exercise is entitled "The Stones Uprising and Elastic Potential Energy" the use of a slingshot against IDF soldiers teaches about elastic energy. Students are asked to answer specific questions as to the usefulness of the slingshot including the transfer of energy of the stone shot from the slingshot, and safety precautions that should be taken when using a slingshot.
During the Palestinian Stone Uprising of 1987, the youth of Palestine used a slingshot or the "shu'ba" to confront the bullets of the Occupation army soldiers who were breaking in Palestinian towns. The Palestinians had no other means of defending themselves.

**Answer the questions:**

1. Have you seen a slingshot in your environment? What are its uses?
2. What is its usefulness for shooting stones? How does it work?
3. Examine the forms of energy transformations of the stone, from the moment it is set in the slingshot position until its launch toward the target.
4. Formerly, bows and arrows were used as a means of self-defense. Explain the principle of how it [the bow] works in launching an arrow toward the goal and compare it with the principle of how slingshots worked in the Palestinian stone uprising.
5. What safety precautions should be taken into account when using the slingshot?


A grade 3 math exercise asks students to read a phrase, containing the number of martyrs in the First Intifada and then to write the correct number appearing in a list of other numbers.

Math Exercise #11c: The number of the martyrs of the First Intifada is 2026 martyrs.


This textbook devotes an entire chapter to the topic of "Sacrifice and Self-Sacrifice". It mentions different types of sacrifice such as sacrifice of life, property, time and effort—but stress that "the sacrifice of life" is "the most noble" type. To that sacrifice and self-sacrifice are not only historical Qur'anic values but are still relevant today, the students are asked to give examples of them both from the early Islamic period and from modern times by Palestinians.
In a chapter used to teach statistics, a frequency table features numbers of martyrs killed by Israel in various years with calculation exercises.

The Jerusalem district is exposed to ongoing violence by the Israeli occupation against the holy sites of Islam, and its Palestinian population, resulting in the loss of property and life. The number of martyrs in district of Jerusalem during the period of 1994–2015, according to the Palestinian Central Bureau of Statistics is 156 martyrs. The number of martyrs according to the years is divided as follows:

The number of years in which there were no martyrs during the period 1994–2015 is one year. The number of years in which there were two martyrs a year is . . .
Lessons and warnings learned from the verses:

1. Expose the hypocrites, and reveal their tricks.
2. Leaving *jihad* for the sake of Allah is the cause of corruption in the land.
3. Cutting the womb [relations/visits] has the effect of ignoring Allah's command.


Children are encouraged to offer their blood. Spilling their blood is featured in Tawfiq Ziad's poem, "*We Shall Remain,*" featuring the awaited return to Israeli cities, such as Lod [home of Israel's international airport], Ramla and the Galilee.

And [our] pure blood, we will not spare, will not spare, will not spare
Here we have a past, a present and a future.
As though we were twenty impossibilities
In Lod, Ramla and the Galilee.


A seventh-grade social studies book is completely dedicated to the "Islamic State" (p. 2).
The use of this particular term is telling, as IS (or ISIS) wreaks havoc across the region. The book includes lessons on "The Expansion of the Islamic State in Asia, Africa, and Europe" while students learn to "identify the strengths and weaknesses of the world's continents" (p. 3) and to "draw lessons and benefit from historical events" of the Islamic State (p. 3).
The Extension of the Islamic State in the Continent of Europe:
We will name the areas conquered by the Muslims in the Continent of Europe in the Umayyad [green] and Abbasid [red] Periods (p. 24).

Illustration represents part of the seventh verse of the first and most important Sura of the Qur'an, showing a little girl smiling at an image of the infidels burning in hell. Questions following the image encourage children to apply this verse to the people currently surrounding them—the people evoking God's anger, classically interpreted as the Jews, and those "who are astray" are classically interpreted to be Christians. The curriculum
could have opted for one of the more universal and peaceful interpretations, which allow for the use of the Sura by all, as in interfaith gatherings.

"The path of those upon whom You have bestowed favor, not of those who have evoked [Your] anger or of those who are astray"

Activity:
- Who are those who have evoked anger?
- Who are those who are [have gone] astray?

Hate and Demonization


Children are taught that Israel carries out excavations under the Al-Aqsa Mosque to cause it to collapse.
We will observe and think about the caricature and write a paragraph about the message the cartoonist wanted to give.

Al-Aqsa Mosque is still in great danger due to landslides and cracks in its squares as a result of the excavations carried out by the Israeli occupation under Al-Aqsa Mosque. Let us watch the following video about the dangers of the Zionist occupation’s digging under the Al-Aqsa mosque from the attached CD.


The Western Wall is part of the Al-Aqsa Mosque and belongs to Muslims alone.
The Wall of Buraq is part of the Western Wall of the Al-Aqsa Mosque, and is a pure [property] right for Muslims alone.


In a biology exercise Mohammed A-Dura is used to teach about the nervous system. The exercise asks students to compare the effects of the nervous system on different body functions such as bladder, heart rate, lungs etc.


In an apparent reference to Israel, a linguistics textbook presents a poem on the fall of Jerusalem to 'Satan's aides.'
Where are the horsemen [who will ride] toward Al-Aqsa [Mosque] to liberate it from the fist of unbelief, from Satan's aides?


Israel is accused of deliberately stealing Palestinian relics to eradicate Palestinian heritage.

Activity 6A: We will read, think and draw conclusions:
One of the local news agencies brought the following news . . . .

- Palestine is the place on Earth where archaeological articles are plundered most.
- Stealing Palestinian archaeological articles is an activity to which the Palestinian territories have been exposed since the [beginning of] Zionist occupation to this very day. This is an organized action in which the Zionist occupation has played a central role for the liquidation of Palestinian heritage.


Israel is blamed for the destruction of the Palestinian environment and wildlife. Clockwise from upper left (below): "Zionist Occupation's Destruction of the Palestinian Environment; the Wall of Annexation and Expansion; Forest Fires; Pollution of the Marine Environment."


Jewish history and heritage are depicted as forgery. Rape is used as a metaphor.
And the thousands of righteous and martyrs who have beautified her pure soil with their innocent blood and who have given her their pure souls. And they defend her from passing invaders and oppressive tyrants, who flanked her in their treachery from all sides, and continue this day to pour on her their hate and despicable lewdness. They believe that they have held her by the forelock, and won the race at her racetrack, and succeeded, with brute force, by jumping over the centuries, to close down her radiant record of Arab culture, page after page, so that they could bring a distorted and amputated past into a present founded on plunder, coercion, forgery and rape. What they do not know is that they are deluding themselves, even if they broke the glands, and tore the dresses, and made excuses.


A Jewish presence in Jerusalem prior to 1967 is erased—and Israel is accused of forging a history through fake historical relics. Israel "changed the name of the Al-Buraq Wall into 'the Wailing Wall;'" "replaced some of the City Wall's stones with stones that have Zionist decorations and forms;" and "built new Jewish synagogues in the Old City that never existed" beforehand.
I Learned:

The Zionist Occupation pursued a policy of generally erasing Palestine’s Arab and Islamic features, especially in Jerusalem. Since the first day of Jerusalem’s occupation, the Zionists started to change the identity of this Arab-Muslim city giving it [the city] a Zionist nature. They confiscated Palestinian land and built settlements there; harassed the Palestinian inhabitants in order to force them to leave Jerusalem so that the settlers would come in their stead; demolished houses, forcing the inhabitants to emigrate; took their identity cards; and separated Jerusalem from its Arab environment. They annexed Islamic historical sites to the Zionist heritage list as they transformed the Al-Buraq Wall into the Wailing Wall; they destroyed the Mughrabi neighborhood and changed its Arab-Muslim nature; they removed some of the Jerusalem City Wall and instead put other ones with Zionist decorations and forms; they opened Jewish synagogues in Jerusalem’s Old City; and they are striving painstakingly these days to gain control over the Noble Sanctuary [Al-Haram al-Sharif—the Arabic traditional name of the Temple Mount] by letting the Zionist settlers enter it daily in preparation for its complete takeover, cutting any Muslim connection to this place that is sacred to Muslims.

4- The Zionist occupation changed the name 'Al-Buraq Wall' into 'the Wailing Wall' [Hait al-Mabka in Arabic—the place of mourning].

Question 6: I will specify some of the Zionist measures aimed at erasing the Arab and Islamic features in the city of Jerusalem.
41. Social Studies, Vol. 1, Grade 9, 2018, p. 20. (Previously—Social Studies, Vol. 1, Grade 9, 2017, p. 21.)

Israel "releases herds of pigs to cause havoc" and damage crops; Israel transformed Palestinian areas into dumps of poisonous refuse (intentionally) to pollute the Palestinian environment with radioactive and chemical materials leading to cancer; Israel deliberately floods Palestinian markets with outdated goods from the Israeli markets.

The Occupation has turned vast areas of the West Bank and Gaza Strip into toxic waste dumps and polluted the Palestinian environment with radioactive and chemical materials. This has led to a rise in the incidence of serious diseases, especially cancer. They [the Occupation] flooded their markets with outdated goods from the Zionist markets such as [used] cars and foodstuffs. They released herds of pigs that caused havoc among the population and their crops and launched missiles at manufacturing sites using false pretenses. And they [the Occupation] harnessed their various activities to serve their own goals and objectives and make it [the industrial sector] a sector that is unable to challenge their military procedures. This is reflected in the domination by the Occupation of imports and exports, production, currency, banks, money orders, taxes and other services.


A math problem uses the issue of Palestinian prisoners to teach arithmetic in grade 3.
In 2014, the number of prisoners in the occupation prisons totaled 6,500 prisoners, while in 2015 the number of prisoners was 6,800 prisoners. In what year was the number of prisoners larger?


Jerusalem will "spit out the slag of foreigners."

The article draws attention to the dangers surrounding Jerusalem, such as the foreign centers that overlook its spaces and stifle its breath, the foreign wall that encircles its expanses, the checkpoints that restrict its movement and the Hebrew letters that threaten its culture's character. Yet, this is Jerusalem—a genuine and sacred land that spits out the slag of foreigners and pretenders.
44. Mathematics (Literature and Sharia Stream), Grade 11, 2018, p. 55. (Previously—Mathematics (Literature and Sharia Stream), Grade 11, 2017, p. 55.)

An eleventh grade math problem that shows a Jewish settler shooting at passing Palestinian cars is used to teach statistics and probability.

One of the settlers fired at the cars passing by on one of the roads. If the probability of hitting the car with the first shot is 0.7 and the settler fired at ten cars, what do you expect the number of vehicles hit to be?


Cities in Israel proper are considered to be under occupation. In this example, the city of Ramleh "still succumbs to the yoke of Zionist occupation."

The Zionist gangs occupied the city of Ramleh on July 21, 1948 . . . and the city still succumbs to the yoke of Zionist occupation.


Palestinian students are taught that Israel intends to dig tunnels under the Al-Aqsa Mosque to cause it to collapse, to Judaize the city demographically, expel Palestinians and erase the city's Arab and Muslim identity.
Actions by the occupation to Judaize Jerusalem:

Students to divide into groups, look at the two images, and then discuss the following points:

* The Zionist occupation harming the land of the city of Jerusalem and its antiquity.
* The purpose of the ongoing Zionist excavations under the Al-Aqsa Mosque, and the dangers involved.
* The difficulties suffered by Jerusalem residents as a result of the Zionist occupation.
Since the Zionist occupation conquered Jerusalem in 1967, it has begun to take control of it, Judaizing it and emptying it of its Palestinian residents in favor of increasing the settlers there. To achieve this, many measures were used against its residents, such as:

* Settlement policy; Expropriation of land; seizure of houses, eviction of residents from their homes and turning them into settlement neighborhoods; demolition of houses under various pretexts, imposition of enormous restrictions and taxes on building permits.

* Construction of the annexation and separation wall isolated the city of Jerusalem and its neighborhoods from the rest of the Palestinian territories, and limited the freedom of Palestinians to enter.

* Tunnel digging under the Al-Aqsa Mosque and Old City's neighborhoods, that lead to undermining their foundations and threatening collapse. In addition, the Zionist occupation establishes religious institutions and Jewish archaeological museums to change the Arab and Islamic character of the city.

In an exercise about real numbers, students are taught that the Dead Sea water level decreases every year because of Israel’s actions.

The Jordan River flows into the Dead Sea, yet the Dead Sea water level decreases approximately one meter a year as a result of Israeli violations which have affected the waters of the Jordan River.
The borders of modern Palestine are illustrated in a map (titled: "Map of Palestine"), and children are required to define these "current" borders. Text explaining that Palestine extends "from the Mediterranean Sea in the west; to the Jordan River in the East; and from Lebanon and Syria in the north; to the Gulf of Aqaba and Egypt in the south: an area of approximately 27,000 km²."

Activity (A\B): Observe, read and conclude
- We will define the borders of Palestine from all four directions.
- We will name the Arab state neighboring Palestine, which isn’t from the Levant [Bilad Al-Sham].
We have learned:

Palestine: is the geographical area that extends from the Mediterranean Sea in the west, to the Jordan River in the East, and from Lebanon and Syria in the north to the Gulf of Aqaba and Egypt in the south, an area of approximately 27,000 km\(^2\) (translation refers to highlighted Arabic).

(Previously—*Mathematics, Vol. 1, Grade 7*, 2017, p. 5; *Geography, Vol. 1, Grade 10*, 2017, p. 16.)

The Galilee mountains are Palestinian and the "highest mountain in Palestine" is Mt. Meron (*Jabal al-Jarmaq*), Israel's highest mountain, while the Sea of Galilee is also in Palestine.

- The Palestinian Galilee is located in the north of Palestine and includes the highest mountain in Palestine (*Jabal al-Jarmaq*) while Lake Tiberius is a direct continuation of the Great Rift Valley. - *Mathematics, Vol. 1, Grade 7*, 2018, p. 4
The Northern Mountains (the Galilee Mountains):
Extending from the Lebanese border to the Jezreel Valley. That is the location of Jabal al-Jarmaq [Mt. Meron], the highest mountain in Palestine [with a height of 1,208 meters above sea level], as well as Jabal Hedar [Mt. Ha'ari] and Mount Canaan. The Galilee Mountains are an important area, due to the forests that cover them and due to the large amounts of rainfall and springs in them. Among the cities [in the Galilee] are Safed and Shefa-Amr. - Geography, Vol. 1, Grade 10, 2018, p. 16.

In a lesson entitled: "The Cities of Palestine" the city of Jaffa is described as a Palestinian city.

Third graders learn that Jerusalem is an Arab city holy to Muslims and Christians, without learning of any historical connection to Jews and Judaism.

* Jerusalem is an Arab city built by our Arab forefathers thousands of years ago.
* Jerusalem is a holy city for Muslims and Christians.

The entire Mediterranean shoreline from its northern point in Rosh Hanikra (Ras al-Naqoura) in Israel proper to Rafah in the Gaza strip is mentioned as "Palestine's Coastal Strip" in a tenth grade geography textbook.

The distance of the Palestinian coastal strip in the Mediterranean Sea from Ras al-Naqoura in the north to Rafah in the south is 240km.


A map for fourth graders: "States of the Arab Homeland," appears with a Palestinian flag and the name "Palestine" flying over the entire territory of Israel, the West Bank and Gaza.
The city of Jaffa presented as a Palestinian city in a poem for nine-year-olds.

The City of Jaffa

I am Jaffa; I am the Sea Bride; I am a Palestinian city. Your ancient Arab forefathers built me six thousand years ago on the Mediterranean coast.

Among the questions: 2. When did the Arabs build the city of Jaffa?
The Jezreel (Marj Ibn Amer) and Beit Netofa (Batuf) valleys in Israel proper are mentioned as Palestinian valleys.

2- Inner Valleys

There are many valleys in Palestine and they vary in size from one area to another. Examples include plains: Marj Ibn Amer, Batuf, Sanur, Arrabah and Hawara.

[Above picture–left] Batuf Valley: Located northeast of Nazareth, covers an area of 52 km².

[Above picture–right] Marj Ibn Amer Valley located between the Galilee Mountains and the mountains of Nablus, covers an area of 351 km².


Students are asked to look at a map entitled "Map of Palestine" (below) that covers all the territory of Israel proper and to calculate the "distance between Haifa and Jaffa" and "the length of the Palestinian-Egyptian border."
5) Use the map of Palestine and the scale of the map to calculate:
   a. Distance between the cities of Haifa and Jaffa.
   b. Length of the Palestinian-Egyptian border.


Israel doesn't appear in a geography map (below–left); cities in Israel proper such as Jaffa, Haifa, Safed, Tiberius, Acre and Nazareth are considered Palestinian (below–right).
The territory of Palestine is includes the territory of Israel (27,000km²).

The Dead Sea is "located between Palestine and Jordan." Israel isn’t mentioned.

60. *National and Social Upbringing, Vol. 1, Grade 3*, 2018, p. 27. (Previously—*National and Social Upbringing, Vol. 1, Grade 3*, 2017, p. 27.)
One of many examples in which the Jewish existence and holy sites in Jerusalem are ignored.
The holy places in Jerusalem: Al-Aqsa Mosque, the Dome of the Rock, the Church of the Holy Sepulcher.


From a national education book, a map exercises cover a Palestine that does not include Israel.

[Above picture—left]

Final Activity: We will draw the map of our country with our bodies.

[Above picture—right]

A. I will color the map of my homeland with the colors of the Palestinian flag.
Here too, Mount Meron, the highest mountain located in Israel proper (Upper Galilee), is mentioned as the highest mountain in Palestine (Jabal al-Jarmaq) in a grade 3 math exercise.

B. The height of Jabal al-Jarmaq is 1208 meters.
C. In 2012, the number of the inhabitants of the al-Fari'ah [refugee] camp totaled 7,830 people.
D. The confirmation [by Israel of the decision] to build the racist separation wall was made in 2002.

The Negev Desert is specified as half of the Palestinian territory in a geography textbook and in a math exercise teaching linear correlation. The map and text presented include communities, such as Rahat, that were established by Israel which isn't mentioned.
I learned:

The Negev Plateau constitutes about half of the area of Palestine, comprising its [Palestine's] southern half. The plateau forms a triangular shape, with its base in the northern part, and its head in the Gulf of Aqaba. - Geography, Vol. 1, Grade 10, 2018, p. 21.

The Negev Desert constitutes more than a third of territory of Palestine, and includes many cities such as Hura and Arara. Ahmed went on a school trip to the Negev, and was acquainted with many Palestinian cities. - Mathematics, Vol. 1, Grade 10, 2018, p. 80.


The name "Israel" does not appear in geography studies.
A political map (below) of Israel, the West Bank and Gaza, under the heading: "My Homeland Palestine," with an exercise to fill in the blanks with "Palestinian cities" found in Israel proper. Neighboring countries, Lebanon, Syria, Jordan and Egypt are mentioned but Israel is excluded.

1) Jerusalem is the eternal capital of Palestine.

A: I will connect between the points that mark each [group of] two cities:
1. The capital (Jerusalem) and Ramla
2. The capital (Jerusalem) and Hebron
3. Hebron and Ramla.

Palestine (in red), is at the center of the Arab Homeland. Israel is not on the map.
Map of Palestine (below):

Israel and Israeli sites are not designated; an exercise in geography includes only "classic" Palestinian names with significant Arab populations. Israeli cities in Israel proper such as Jaffa, Acre, Safed, Haifa, Nazareth, Tiberias, Lod and Ramla and Beersheba are typically included and described as Palestinian; Tel-Aviv is excluded while Eilat is designated as Um-Rashrash.

Attached to a math exercise with references to Palestinian prisoners, Israel is does not appear in is this map.

**Question 10:**

Fida and her family went to visit her imprisoned father in Ofer prison in Beitunia, 4.5 km west of Ramallah. Their vehicle left Tulkarm at 6:00 am and reached the prison at 8:00 am. Knowing that the distance between Tulkarm and Ramallah is approximately 60 km, answer the following:
1. What is the average speed of the bus taken by Fida and her family?
2. Describe the location of Ramallah relative to Jerusalem.

The following description explains Palestine's geographical location and mentions its bordering countries, omitting Israel:

Palestine is located in the northern half of the globe, in the western part of the continent of Asia. It is one of the countries of the Levant \([\text{bilad al-sham}, \text{including:}]\) Palestine, Syria, Jordan and Lebanon, bordered to the north by Lebanon and Syria, to the east by Jordan, and to the south by Egypt and the Gulf of Aqaba. Palestine's location forms a connecting link among the continents of Asia, Africa and Europe. It is located at the heart of the Arab homeland and the Islamic world, which remained through history as a conduit for commercial convoys. This has facilitated the process of communication with the outside world, given many of its cities' historical, religious or economic importance, especially Jerusalem.

"Map of the Borders of Palestine" (below) with the word "Palestine" apparent and including Egypt, Syria, Jordan, Lebanon, Saudi Arabia, Iraq, Turkey and Cyprus but excluding Israel.
Graphic descriptions and the "return" motif are employed: "I stood . . . confident that we will return, we will return with the hovering eagles, we will return with the mighty wind, we will return to the vineyard and the olives, we will return, to raise the flag of Palestine, alongside the flower of the anemone, on our green hills."

"I sit every morning here, at the camp's gate, living [through] my memories that have never left me for years. They come to me every day, take me by the hand there, to Safed."
I find myself standing in front of my house's doorstep, entrusting in Allah's hands everything in it until my return. My sojourn in exile will not be long—so I was told.

I left everything I loved inside my house, closed its door, put the key in my pocket and carried my memories with me. I left Safed against my will with my heart full of panic, bewilderment and pain. I left behind the corpses of my friends, and the body parts of my neighbors. I could not bury them; everyone was running, fear covered the faces, the pain breaking the hearts, and we were walking in a hurry.

I did not know then that I would get older in a house that is not my own and that I would bring my children to the world in a place called 'refugee camp.' I did not know that I would hide my house's key under my pillow for over sixty years. I did not know that the promises would be empty and shrouded with lies.

I could see the swarm of the enemies sweeping my country, but I was telling myself I would return. The days went on, and the years passed, and I remained in the refugee camp. I stood in the corner of the dream, fighting, confident that we will return, we will return with the hovering eagles, we will return with the mighty wind, we will return to the vineyard and the olives, we will return, to raise the flag of Palestine, alongside the flower of the anemone, on our green hills."
List of Researched Textbooks

The following textbooks were monitored for the research in this study. Please feel free to contact IMPACT-se for access to textbooks contained in our research (http://www.impact-se.org/about-us/contact-us/). The titles both here and referenced in the text have been translated into English to aid the reader.

Arabic Language, Vol. 1, Grade 9, 2018.

Chemistry, Grade 10, 2018.

Communications and Electronics, Grade 11, 2017 [Draft].

Entrepreneurship (Technology), Grade 11, 2017 [Draft].


Islamic Education, Vol. 1, Grade 1, 2018.
Islamic Education, Vol. 1, Grade 9, 2018.

Life Sciences, Grade 10, 2018.

Mathematics (Business, Hotel, Home Economics, Agriculture), Grade 11, 2017.
Mathematics (Science and Industrial), Vol. 1, Grade 11, 2018.
Mathematics (Literature and Sharia), Grade 11, 2018.


Physics, Grade 10, 2018.
Physics, Vol. 1, Grade 11, 2018.

Programming and Automation, Vol. 1, Grade 11, 2017 [Draft].

Recitation and Intonation, Grade 5, 2018.
Recitation and Intonation, Grade 6, 2018.
Recitation and Intonation, Grade 7, 2018.
Recitation and Intonation, Grade 8, 2018.
Recitation and Intonation, Grade 10, 2018.
Science and Life, Vol. 1, Grade 9, 2018.


Small Businesses, Grade 11, 2017.

Social Studies, Vol. 1, Grade 6, 2018.
Social Studies, Vol. 1, Grade 8, 2018.
Social Studies, Vol. 1, Grade 9, 2018.

Technology, Grade 5, 2018.
Technology, Grade 6, 2018.
Technology, Grade 7, 2018.
Technology, Grade 8, 2018.
Technology, Grade 9, 2018.
Technology, Grade 10, 2018.
Technology, Grade 11, 2018.