The 2019–20 Palestinian School Curriculum
Grades 1–12

Selected Examples

September 2019
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Introduction to the Selected Examples

This updated report includes selected examples from research by IMPACT-se on the new Palestinian school curriculum (West Bank, Gaza, East Jerusalem and UNRWA) for the 2019–20 academic year.\(^1\) The curriculum has been released over the past four school years, beginning with grades 1–4 (2016–17); grades 5–11 (2017–18) followed, with the twelfth grade books finally available for the 2018–19 term.\(^2\) Additionally, the report includes examples from new chapters added to the 2019–20 academic year textbooks.

This is the first full restructuring of the Palestinian curriculum since 2000, following the Oslo Accords. Previously, school children in the West Bank and East Jerusalem were taught the Jordanian curriculum while students in Gaza used Egyptian textbooks.

There were expectations that the new curriculum would be more moderate compared with previous curricula taught between 2000 and 2016. Unfortunately, the main findings of our reports analyzing the new Palestinian curriculum showed them to be more radical than those previously published, with a clear deterioration in content meeting UNESCO standards.

There is a systematic insertion of violence, martyrdom and jihad across all grades and subjects in a more extensive and sophisticated manner, embracing a full spectrum of extreme nationalist ideas and Islamist ideologies that extend even into the teaching of mathematics and science, including: physics, chemistry and biology.

The possibility of peace with Israel is rejected. Legitimacy of any historical Jewish presence in what is today Israel and the Palestinian Authority or of the current Jewish presence in Israel, is entirely absent from the curriculum.

**Rejection of Peace**

In contrast to previous Palestinian curricula, this new curriculum methodically omits discussion of peace education in the context of the conflict with Israel. Peaceful resolution as the ultimate goal is not taught to students. Peace agreements, summits and proposals with Israel previously seen in PA schoolbooks are eliminated, including:

- A full unit about previous peace negotiations with Israel since 1948; two chapters were titled "Peace Plans and Initiatives" and "Peace Agreements."\(^3\)

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\(^1\) From IMPACT-se’s research, there are many more examples of non-adherence to UNESCO standards by the curriculum than the one hundred presented here; upon request, IMPACT-se can make them available.


\(^3\) *National Education*, Grade 10, 2012, pp. 43–56.
• The Annapolis Conference of 2007.4
• The Quartet Roadmap presented by the Bush administration's "Roadmap Plan" in 2003.5
• The Camp David Accords of 2000.6
• The Wye River agreement of 1998.7
• The Hebron agreement of 1997.8
• The Cairo agreement of 1994.9
• Israel’s peace treaty with Jordan in 1994.10

Also new to the latest Palestinian curriculum: previous reference in textbooks to a historical Jewish presence has now been erased. Instead, Jewish history and heritage are repeatedly portrayed as forgeries; Jewish holy places are represented as Muslim areas usurped by the Zionists.

Jewish existence in contemporary Israel is depicted as an aggression against the Palestinian and Arab character of the region. Jews are referred to as colonialist occupiers. Examples of now-eliminated lessons about Jewish presence and historical roots which previously appeared in PA schoolbooks include:

• Recognition and acknowledgement of Israel and its establishment in 1948.11
• Yasser Arafat’s call for a new era of coexistence, peace, and non-violence.12
• Negotiations with Israel as the ultimate goal to live side-by-side in peace and security.13
• The name "Israel" on two maps of a history textbook for eleventh grade.14
• Meetings between Israelis and PLO leading to peace negotiations.15
• Jewish historical presence and connection to Jerusalem as the Jews’ capital for that period.16
• Ancient Jewish kingdoms in Palestine such as "The Jews' David's Kingdom," "the Northern Kingdom of Israel," "the Kingdom of Judea."17
• A map titled "Palestine in the Reign of Prophet David" with an accompanying passage about the "Children of Israel."18
• The Jewish revolt of Bar Kokhba in Jerusalem.19

The two-state solution and peace and coexistence with Israel are not options to be advocated within textbooks. There is no hint at even a possibility of solving the conflict with Israel peacefully.

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4 Contemporary Issues, Grade 12, 2012, p. 25.
5 National Education, Grade 10, 2012, p. 47.
6 Modern and Contemporary Arab History, Grade 9, 2014, p. 57.
8 National Education, Grade 10, 2012, p. 52.
9 Ibid., p. 51.
13 Ibid., pp. 88–89.
14 Ibid., p. 51.
15 Ibid., pp. 82, 83–84.
17 National Education, Grade 7, 2013, p. 3.
19 Ibid., p. 10.
Moreover, the most prominent case of peace advocacy that appeared in last year's curriculum\textsuperscript{20} is now deleted from the 2019 version of the book.

In the entire curriculum, there are a handful of examples of peace advocacy as a universal ideal; but there is no mention of the current Palestinian-Israeli conflict. On the contrary, in one example,\textsuperscript{21} when students are asked to read and discuss the motives of war, the "Zionist colonial settlement in Palestine" is blamed for "the implementation of colonial projects to control the land and the population."

In the single mention of the 1993 Oslo peace process,\textsuperscript{22} there is no reference of efforts made toward a peaceful resolution of the conflict. Rather, it is taught as a neutral data point with no attempt to convince students that a peaceful resolution is preferred—or even necessary. All peace negotiations between Israel and the Palestinians post Oslo have been removed from the new curriculum.

In addition, the text of Yasser Arafat’s letter of mutual recognition to Yitzhak Rabin is presented with what appears to be intentional deletions. Arafat announced that the signing of the Declaration of Principles was an "historic event opening a new era of coexistence in peace and stability, an era without violence," and proclaimed the PLO's commitment to "assume responsibility over all PLO elements and personnel in order to assure their compliance." Both appeared in the previous curriculum.\textsuperscript{23} Instead, violent struggle for the liberation of Palestine in its entirety is propagated. Jews and Israel are delegitimized and demonized to such a degree that one cannot perceive either as partners for peaceful coexistence.

**Increased Radicalization**

The new textbooks examined in IMPACT-se's reports indoctrinate for death and martyrdom, utilizing a variety of tools to convince children to risk their lives as martyrs. Throughout the textbooks for all grades, the need for continuous struggle is stressed—using terminology like revolution, uprising, ribat and jihad, not only as part of a national struggle but also as a way of teaching and invoking extremist religious beliefs as a central goal of this curriculum.

Lessons in the textbooks make a connection to the violent early Islamic period, fostering in students an emotional religious commitment to the current "national struggle." The rewards of paradise are clearly elucidated, including the usual promise of virgin brides. Those who pursue personal success and careers are portrayed as cowards. Subliminal messaging is evident, using images of conflicts as tools for teaching math and science.

The future return of Palestinians into Israel proper (beyond the 1949 demarcation line) is dramatically increased in these new textbooks. A violent reference to the fate of Jews living in Israel appears in a poem which calls to "annihilate the remnants of the foreigners" after "eliminating the usurper." This new curriculum emphasizes the return of Palestinian refugees beyond the 1949 demarcation lines. Israel will become sovereign Palestinian territory. Imbuing a Palestinian character to all areas, sites and cities within Israel’s 1949 demarcation lines leads students to understand that the struggle for liberation

\textsuperscript{20} Social Studies, Vol. 2, Grade 5, 2018, pp. 83–84.
\textsuperscript{21} History, Grade 12, 2019, pp.3–5.
\textsuperscript{22} Geography and Modern and Contemporary History of Palestine, Vol. 2, Grade 10, 2019, pp. 76–81.
does not end at the West Bank and Gaza.

Jews and Israel are vilified to a greater extent than in previous curricula. Anti-Semitism is more prevalent. The State of Israel is mostly described as the "Zionist Occupation" throughout the entire corpus of the new curriculum. When the name "Israel" does appear, it is often with quotation marks—further delegitimizing the same State of Israel recognized by the Palestinian Authority in the Oslo Accords.

Texts systematically characterize all things Israeli as nefarious. Abusive expressions are utilized in describing Israel and Jews. The Jewish/Israeli "other" is presented though undertones of alienation and threat. Jews are maligned from the political rivalry with the Prophet of Islam. No objective information is provided about Israel and Jews that would serve to counterbalance the viewpoints of malleable Palestinian students. In short, there is no education for coexistence.

According to the PA's Ministry of Education, some "minor adjustments" were introduced to the 2019–20 curriculum, grades 1–10. Ostensibly, these were meant to resolve four areas of concern: human rights; gender; environment and sustainable development; and quality issues. Despite such "adjustments," more disturbing elements have been introduced. Though important human rights are indeed now taught, they are used to further demonize the "Zionist Occupation." More texts praise good citizenship and respect for the law and condemn corruption while highlighting political participation, including of women. Regarding gender, there seems to be a genuine effort to advance women's issues using Western theoretical frameworks for gender. However a story is given where the moral implies that women, on their own, cannot be saved from violence without a man. The textbook's language appears to deliberately exclude single-parent and LGBTQ families. Islamic Education continues to be problematic regarding women. The new material includes some useful instruction against violence in families and society; unfortunately scapegoating Israel as responsible for violence in Palestinian society remains.

School education is one of the most powerful tools to counter extremist influences. Curricula are key to achieving the tolerant and open-minded societies of the future. But they may also be where negative influences: skewed historical narratives, hatred of the Other, gender inequalities and political violence take root.

**IMPACT-se** publishes comprehensive reports assessing curricula in various nations and cultures. The research is submitted and presented to policymakers, media, think tanks and civil society—instrumental not only in raising awareness but also in stimulating demand for concrete measures to bring positive changes in the teaching of children.

27 *Social Studies*, Grade 9, Vol. 1, 2019, pp. 73–79.
30 Ibid., p. 84.
Selected Examples

   A reading exercise with the letter "h"(ḥāʾ, ⱪ) for first graders includes the word *shahid* (martyr) at the center with other words such as *hujum* (attack) and *harab* (run away).

![Image of a reading exercise]

   Violence is inserted into science and math exercises: calculus is taught by counting the number of martyrs in Palestinian uprisings. A photograph of a funeral is placed next to the question.

![Image of a math exercise]

*The number of martyrs of the First Intifada (the Intifada of Rocks) is 2026 martyrs, and the number of martyrs of the Al-Aqsa Intifada is 5,050. The number of martyrs in the two intifadas is _________ martyrs.*

31 NB: Italics represent English translations of the original Arabic. "Previously . . ." in some text references shows the evolution of the curriculum's launch from September 2016.
Dalal al-Mughrabi

Our Palestinian history is brimming with names of martyrs who have given their lives to the homeland, including the martyr Dalal al-Mughrabi. Her struggle portrays challenge and heroism, making her memory immortal in our hearts and minds.

The text in our hands speaks about one side of her struggle.
An 11th Grade Palestinian history textbook implies that Jews control the world, using classic anti-Semitic imagery. The caption reads: "Cultural Colonialism: The Most Dangerous Type of Colonialism, Because It Attacks the Spirit of the Nation and Its Beliefs.

Newton's Second Law:
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?
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 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.

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.

In a chapter teaching about gender roles and procreation, LGBT parenthood and single parenthood are taught to lead to problems in children's mental state and education. Moreover, students are required to discuss and answer questions about gender roles, among them a question referring to family integrity, which is formulated in a way that implies that a family is not considered “complete” if its parents do not include both genders.

The Reproductive Role:
Most people consider it the most important of roles, and the holiest. Women fulfill this role since they become pregnant, carry their children and deliver them. It includes children's care, upbringing and household work. But they forget that this particular role is essentially a shared one. A woman cannot give birth without a man.
Children's education is a tremendous responsibility, requiring the father's and mother’s cooperation and participation in its fulfillment [of the responsibility]. Many studies indicate that families in which boys grow up without a mother or father, they [the boys] have educational problems and mental state problems.”

Activity 1/A: We will divide into cooperative working groups, and discuss the following questions:
1- What characterizes the woman? What characterizes the man? Who made you think so?
2- What are the biological differences between the two? And what are the differences related to what we were educated about?
3- What are the common things between the two sexes?
4- How is each of them connected to the family structure?
5- Is the family complete in the absence of one of the parties [mother or father]?
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.

Activity 4: The Stones Uprising and Elastic Potential Energy:
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?

The text openly endorses the Munich Massacre during the 1972 Munich Summer Olympics, when the Fatah's Black September group took eleven Israeli Olympic team members hostage, killing them along with a West German police officer. The text uses this attack as an example for justifying Palestinian warfare against "Zionist interests abroad."

The Palestinian Resistance resorted to many methods in their opposition to the Zionist Occupation [Israel]. The Fedayeen pursued the method of guerrilla warfare in most of their confrontations with the Zionists in the Palestinian territories. They also sought to strike at Zionist interests abroad, such as the Munich operation in 1972, as well as direct confrontation in many battles, such as the 1968 Battle of Karameh [in Jordan], the southern Lebanon wars, and the siege of Beirut in 1982, in addition to the methods of peaceful popular resistance, including strikes, blocking roads, refusing to pay taxes, demonstrations and marches condemning the occupation. The 1987 Intifada applied these methods as directed in statements by the Unified National Leadership of the Uprising.


A dangerous blood libel teaches that "Zionists" deliberately tried to burn down the Al-Aqsa Mosque in 1969. As is very well known, an Australian Christian fundamentalist tourist named Denis Rohan was in fact responsible for the attack.

- Describe what you see in the picture.
- Conclude the Zionists set the Al-Aqsa Mosque on fire on August 21 1969.
Children are taught an anti-Semitic myth that the Jews attempted to kill the Prophet Muhammad. This is largely rejected in mainstream Islam and it doesn’t appear in the Quran. Jews are referred to as "enemies of Islam."

Two: Jewish Attempts to Kill the Prophet

Let’s watch a video from the attached disc about the attempt of the Jews to kill the Prophet:

1. The attempt of the Jews Banu-Nadhir after the Battle of Badr to kill the Prophet by throwing a big rock at his head, while he was sitting next to their fence. But Allah in His power sent him the revelation of Jibril [Gabriel] who informed him that the Jews are planning to kill him. So [the Prophet] left them and hurried to Medina, prepared the Muslim army, then besieged them, fought against them and expelled them from Medina.

2. There was an attempt by a Jewish woman to kill the Prophet with poison. She gave the Messenger of Allah a sheep, inserted the poison into it and served it to the Prophet. He ate from it and his disease relapsed from the effect of eating that poisoned sheep, until he died. (From the Bukhari version).

The enemies of Islam never stop at any time and place to use all means and methods to fight Islam and the Muslims, fight those inviting [others] for the faith, and try to turn off the light of Allah on earth. But Allah helps his religion and adherents, no matter how many methods of distortion and abuse are there.

Discussion Topic:
The repeated Jewish attempts to kill the Prophet.
Jews are accused of desecrating tombs of Muslim leaders. The following picture is of a tomb in Jerusalem believed to be Muhammad's companion, Ubada ibn a-Samit.

**Topic for Discussion:**
*The Jews desecrate the tombs of some of the companions and righteous; they bulldoze them and remove them from Muslim graveyards, especially in Jerusalem and generally throughout Palestine.*
Let's listen to the chant: 'I am a Jerusalemite and from here.'

Jews are blamed for sexually harassing a Muslim woman.

2- A Muslim woman sat next to a Jewish goldsmith in the Banu Qaynuqa market. The goldsmith tied the edge of her garment to her back without her noticing. When she got up, she revealed her genitalia. The Jew then laughed at her, she screamed, and a Muslim man jumped on the goldsmith and killed him. The Jews then attacked the Muslim and killed him.
In a chapter for fifth-graders named: "Hooray for the Heroes," individuals affiliated with war, violence, religious extremism and even terrorism are glorified. Children are encouraged to die "with glory" and see these heroes as their role models: "each of us wishes to be like them." Dalal Mughrabi, who participated and died in the 1978 Palestinian Coastal Road terrorist attack in Israel, killing thirty-eight civilians—including thirteen children—is portrayed as a national hero. The list of Palestinian heroes includes no scientists, no doctors, no engineers, no singers, no athletes, nor any artists.

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!
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 (shuhada’) 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.)
18. *Mathematics* (Literature and Sharia), Grade 11, 2018, p. 4 (Previously—*Mathematics* (Literature and Sharia), Grade 11, 2017, p. 4.)

To teach linear equations students are instructed to "calculate the number of martyrs and wounded" in the Cave of the Patriarchs massacre to solve equations with one variable.

**Activity 1:** The Abrahamic Mosque is one of the most important and religious landmarks in Palestine. It's associated calling one of with one of the massacres of the Zionist occupation, whose victims were 180 worshipers among them martyrs and wounded. Calculate the number of martyrs and wounded in the massacre if it is known that the number of wounded is five times the number of martyrs. Assume that the number of martyrs of the massacre is $X$ martyrs.

The number of victims of the massacre in terms $X = _____$.  
The number of martyrs of the massacre and its wounded in terms of $X$ will be $6X$ Why?  
Number of martyrs in massacre = _____.  
Number of wounded in the massacre = _____.


Girls are encouraged to kill and be killed in a chapter that discusses the role of women in the beginning of Islam and the first women who were martyred in the name of Islam. The image of a women warrior is introduced in a chapter that makes a connection between the women martyrs of early Islam and the current conflict with Israel. The addition of Jewish to Zionist, here in the term "Zionist Occupation" (Israel), suggests further radicalization of the textbooks.

**Topic for Discussion:**
Discuss the role of the Palestinian woman in sacrificing and displaying steadfastness in front of the Jewish-Zionist Occupation.
A poem showing a boy and girl in uniform with a background of a 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 [thawrah—a term denoting the activity of the Palestinian Fatah organization]
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._

Israel deliberately "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._
(Previously—*Geography and Modern and Contemporary History of Palestine, Vol. 2, Grade 10, 2018, p. 61.*

The PLO aircraft hijackings of Pam Am and Lufthansa in 1973 that killed 32 passengers are described as "operations against Zionist targets." No criticism is offered, nor encouragement to discussion about the legitimacy of attacking civilian targets.

I learned:

The Zionist attacks continued on Palestinian bases and settlements in Lebanon, as well as on some Lebanese villages, cities and economic targets. The Palestinian factions responded with several operations against Zionist targets, including airplane hijackings. The Zionist Occupation [i.e., Israel] launched Operation Firdan in 1973, named after the street in which it was carried out. Three PLO leaders: Kamal Nasser, Kamal Adwan and Abu Yousef Al Najjar were assassinated in Beirut [by Zionists].

23. *Islamic Education, Grade 12, 2019, p. 16.* (Previously- *Islamic Education, Grade 12, 2018, p. 16.*)

Students learn that giving their lives is a religious duty that carries great rewards and much honor. It amounts to the central meaning of life, the highest point toward which one can aspire.

**Martyrs’ Status with Allah:**

And do not say about those who are killed in the way of Allah: 'They are dead.' Rather, they are alive, but you perceive [it] not, (Al-Baqara: 154).

**For Allah, martyrdom is a great status, a high point,** so the magnitude of the effort and the sacrifice [should emanate] from the loftiness of the goal and purpose.

And the Martyr: he who invested himself in the cause of Allah in defense of his religion and homeland; so Allah’s word is supreme.

The verse prohibits describing martyrs as dead; because they live with their Lord in delight, they have moved from the life we know to another life we do not sense.

'And never think of those who have been killed in the cause of Allah as dead. Rather, they are alive with their Lord, receiving provision,' (Al-Imran: 169).
The borders of modern Palestine are illustrated in a map (titled: "Map of Palestine"), and children are required to define these "current" borders. The 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."
The Nakbah will not end except by full repatriation of the refugees - as conquerors with weapons in their hands. The poem titled "A Refugee’s Will" clearly means an armed return to Israel: "If you come to her one day with the weapon in your hand." A follow-up question asks: "How will the Palestinian refugee return to his homeland?"

Excerpts:

A Refugee's Will
They have driven you out. Return to those who have driven you out
Because there is a land that your father used to cultivate . . .
Haifa is sighing. Have you not heard Haifa's sigh? . . .
Behind you there is a land that fed your childhood
And wants to see you one day in your youth
The horrors of the disaster have not made her forget you
She is longing but her glance is full of admonishment
If you come to her one day with the weapon in your hand . . .
Then cry out: . . .
'I am at your service, O my dear homeland that has been deserted' . . .
6- How will the Palestinian refugee return to his homeland?
Students are encouraged to "sacrifice" for liberation of the Al-Aqsa Mosque. They are also instructed to color a Palestinian flag, seemingly dripping in blood, against the backdrop of the Dome of the Rock. It is accompanied by a map of Palestine without Israel with the following caption embedded into it:

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

Children are taught that Israel carries out excavations under the Al-Aqsa Mosque to cause it to collapse including watching a video in class and witnessing the below illustration. This propagation of this dangerous myth has been the cause of considerable bloodshed.

The duties of the Muslim people toward Palestine and Al-Aqsa Mosque: Since the Zionist Jews occupied the city of Jerusalem, the capital of Palestine, it has been under massive settlement efforts by the army of the Zionist occupation and settlers - with the aim of deporting its Arab and Muslim residents and making it a Jewish city. 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.
Third graders learn that Jerusalem is an Arab city holy to Muslims and Christians alone, without learning about its historical connection to Jews or Judaism. One exercise in the photograph included a picture of a girl standing in front of a church and of a boy standing in front of a mosque. But there is no Jewish synagogue.

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

Children—as children—are encouraged to conduct jihad to protect the homeland and repel the enemies as they are "the safety valve of society."

Youth are the safety valve of society because they have a role in protecting the homeland and repelling enemies in jihad for the sake of Allah.
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?

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 . . .
The Jewish holy place of Western Wall is presented as an exclusively Muslim holy place part of the Al-Aqsa Mosque that belongs to Muslims alone.

Illumination: Al-Buraq Wall was thus named after the name of [the divine beast] Al-Buraq that carried the Messenger during the Nocturnal Journey and the Ascension to Heaven. Al-Buraq Wall is part of the western wall of Al-Aqsa Mosque and the Muslims alone have absolute right to it.

The territory of Palestine is includes the territory of Israel (27,000km²).
Martyrdom—specifically dying in the battlefield—is taught to be a coherent part of jihad, and rewards await those who follow this path. The meaning of jihad as expressed in this chapter is warfare. The title, image and six Quranic verses are purposefully selected from an ocean of Islamic traditions (hadith) and Qur'anic verses to support this interpretation that fits a more radical world view. The content covers the psychological and practical dimensions of warfare. At the end of this chapter, students are encouraged to discuss goals of jihad and the wonders of martyrs. No other interpretation of the meaning of jihad is offered.
He who Fights so the Word of God is Supreme (Interactive Lesson)

[Among the goals of the lesson:]

**Acquaintance with two terms: Jihad fighter (mujahid) and martyr (shahid).**

The teacher will discuss the following subjects, ideas and concepts with students:

1. **Define the following concepts:** jihad, jihad fighter (mujahid), martyr (shahid).
2. Demonstrate that jihad relies on the Holy Qur'an, and from the Sunnah of the Prophet.
3. **Clarify the impact of jihad on the individual and society.**
4. **Describe the rewards awaiting the jihad fighter and the martyr in the way of Allah.**
5. **Indicate the goals of jihad in Islam.**
6. Point to jihadi positions of the Companions—may Allah be pleased with them.
7. **Emphasize the true faith in jihad in the cause of Allah, and in every action.**

- Fighting has been enjoined upon you [even] while it is hateful to you. But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah knows, while you know not [Al Baqara 2: 216].
- Fight them until there is no [more] fitnah [in-fighting] and [until] worship is [acknowledged to be] for Allah. But if they cease, then there is to be no aggression except against the oppressors [Al-Baqara 2:193].
- Permission [to fight] has been given to those who are being fought, because they were wronged. And indeed, Allah is competent to give them victory [Al-Haj 22: 39].
- And prepare against them whatever you are able of power and of steeds of war by which you may terrify the enemy of Allah and your enemy and others besides them whom you do not know [but] whom Allah knows. And whatever you spend in the cause of Allah will be fully repaid to you, and you will not be wronged [Al-Anfal 8:60].
- And what is [the matter] with you that you fight not in the cause of Allah and [for] the oppressed among men, women, and children who cry, 'Our Lord? Rescue us from this city of oppressive people and appoint for us from Yourself a protector and appoint for us from Yourself a helper' [Al-Nisa 4: 75]?
- And never think of those who have been killed in the cause of Allah as dead. Rather, they are alive with their Lord, receiving provision [Al-Imran 3:169].

1. Cooperating with members of my group, **I will write the goals of jihad in the way of Allah.**
2. **I will discuss the wonders of the martyrs and write them in my notebook.**
A poem titled "The Intifada's Martyrs" followed by exercises teaching advanced Arabic, glorify death and Palestinian martyrs. Though the poem relates to the First Intifada, it is accompanied by a photograph of dozens of coffins covered with Palestinian flags hinting specifically to Palestinian suicide bombers and other terrorists killed in attempts to murder Israelis. The photograph’s caption, "Martyrs of the Numerals Cemetery," is the term applied to the place where Palestinian suicide bombers and other terrorists killed in such activities inside Israeli territory are buried in Israel to be later handed over to Palestinian authorities.

Excerpts:

They carried their hearts on their palms as stones, as embers, as a blaze
And stoned with them the wild beast on the road...

They died while standing, blazing on the road, shining like stars...

Death assaulted and launched its axe into them...

They stood up in the face of death

Ah dream of theirs which appear in the distance embracing the happy future!
Their rebirth will come will rise out of the depth of death and darkness . . .

Never will he be weaned whatever the usurper’s cruelty

Until in a perfidious night death paints

Look at them in the distance! How they rise up higher and higher while the whole world watches!

How they climb up ever higher on a ladder of their gushing blood!
Look at them falcons in their Intifada

How they join to the heavens the land and their sacred country!

2. How do the martyrs face death, as it appears in the poem?

2. We will explain the scene in which the poet describes the First Intifada’s martyrs in the poem’s first verse.

4. The poet mentioned the martyrs’ immortality:

   A. We will cite the verse that proves this meaning.

   B. We will extract a Quranic verse which confirms this meaning.

6. Explain the artistic depiction in the following: They stood up in the face of death; With these they pelted the monster of the road; Death charged and drove its scythe through them.
This textbook devotes an entire chapter to the value of self-sacrifice (fida) and sacrifice (tadhiya) in general. It mentions different types of sacrifice, such as sacrifice of life, property, time and effort—but stresses that "the sacrifice of life" is "the most noble" type, not only because of its connection to Islamic history but as something still relevant to Palestinians today. To imbue students with an emotional commitment to these values, students are taught to see a connection between examples of men willing to sacrifice their lives in battle as manifested in the Prophet's era and those sacrifices made in modern times by Palestinians. The text also emphasizes that self-sacrifice brings honor, power and promises entrance to paradise for those who choose this path, while those who do not are considered weak and humiliated.

**Indeed, Allah has purchased from the believers their lives and their properties [in exchange] for that they will have Paradise. They fight in the cause of Allah, so they kill and are killed.**

**Objectives:** The students are expected at the end of the lesson: To be acquainted with the meaning of sacrifice and self-sacrifice; To explain the status of sacrifice and self-sacrifice; To give examples of sacrifice and self-sacrifice; To draw conclusions regarding the importance of sacrifice and self-sacrifice; To appreciate the value of sacrifice and self-sacrifice.

**The meaning of sacrifice and self-sacrifice:**

*Sacrifice and self-sacrifice means giving one's soul, property, time or effort for the sake of Allah, in support and respect toward his religion and preaching.*

**The Status of Tadhiya and Fidaa in Islam**

1- *Allah has promised His loyal believers, who sacrifice for His sake, victory and empowerment in this world and Paradise in the world to come.*

2- Sacrifice is the means by which nations attain honor, power and freedom. A nation whose sons do not sacrifice for the sake of its freedom and power is a weak and humiliated nation. That is why Islam instructed [us] to sacrifice for the sake of Allah in order to repel the aggression against the Muslim lands. A Muslim must sacrifice and suffer pain for the sake of Allah. That is the [key] to an honorable life and an honorable death.

*Sacrifice of the life is the noblest type of sacrifice, in which the Muslim grants Allah his soul.*

**Exercise 1:** Discuss one of the battles of the Prophet and write about a situation of sacrifice and self-sacrifice that had an impact on you.

**Exercise 2:** Mention acts of sacrifice and self-sacrifice by the Palestinian people.
A poem used to teach advanced Arabic, "Red [Bloody] Tuesday," glorifies death and three Palestinian men who were hanged by the British Mandate in 1930 after being accused of murdering innocent unarmed Jews during the 1929 Arab riots in Palestine.

Excerpts:

Who will someday make the enemy taste death and sorrow?
I sear with Fuad's soul, departing his chaste body
To come close the Heavens
I swear immortality could never be obtained without a sacrifice
Long live the souls who sacrifice for their own homeland
I am the hour of the strongman; I am the hour of storming bravery
I am the hour of honorable death crowning glorified deeds
I tried to be ahead to get the honor of immortality
I sear with the soul of Mouhamad meeting the death as if meeting a bunch of flowers
I swear with your mother singing the victory song at your death
She is mocking the condolence, her son would never die
I swear the greatest reward is that of a martyr
My hero is stronger than rocks meeting the dreadful death
Happily waiting the death, What a wonder he is!
He will meet the Lord, bold handed at the doomsday
I've threatened the enemy with a dreadful day

Comprehension:
4- Who are the martyrs who are praised for their heroism by the poet?
5- Cite the verse in which the poet demonstrates the way in which the hero faces death.

Discussion and Analysis:
2- The poet mentions the three martyrs’ eagerness to be the first to reach martyrdom.
Determine what indicates this in the poem.
3- The poem illustrates scenes from the three heroes’ execution. How do these scenes come across?
6- The poet concludes his poem by depicting the martyrs’ demise and prestige, explain this.
Drawing a connection between the early Islamic period and present Palestinian reality, students are instructed to find examples of Palestinian women who became martyrs in an eighth grade Islamic education chapter glorifying female fighters as role models who fought in the era of the Prophet Mohammed, and sacrificed their sons and husbands in battle. The text presents these women as proof that "Islam raised the status of women, and honored them in a way no other religion had honored" which can be interpreted as a way to achieve equality by being "sisters to the men in sacrifice and altruism."

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

2- Summarize the role of Umm 'Amara and her two sons in the Battle of Yamama

Islam raised the status of women, and honored them in a way no other religion had honored; women in Islam are sisters to the men in sacrifice and altruism.

She showed her bravery in the Battle of Yamama, fighting against Musaylimah and sustained eleven wounds, and had her hand cut off. Though her husband was martyred, that did not weaken her resolve; she did not care about what hit her in the way of Allah.

[she] is a model for emulation in sacrifice and love for the Prophet, as well as in forbearance, for he son was killed while performing a mission for the Prophet.
Violent struggle appears as early as the first-grade using a militaristic figure holding a weapon (enlarged in relation to the other images) to teach the letter “Ya”. Children are requested to examine the following pictures, in order to describe them with a word that contain the letter “Ya”.

The theme of "Grand Return" envisages one Palestine, without Israel in Islamic education giving religious context to the political claim of the Right of Return.
Students are encouraged to look up to martyrs from their home village. The Prophet’s friend Khabib Ibn Adi is described as the first to be crucified in the way of Allah and the first who created the tradition of reciting the death prayer. The text then directs children to name a martyr they know who died while defending the homeland from their own village.

When dying as a Muslim, I do not mind what part of my body causes my death in Allah.

I will tell a story of a martyr from my hometown, who rose in defense of his religion and his homeland Palestine.

Students are instructed to search the Internet for how Israel allegedly abused the body of female Palestinian terrorist Dalal Mughrabi. Her group are glorified as heroes.

Browse the Palestinian Encyclopedia or the Internet and research the following:
- How was Dalal Mughrabi killed, and how was her body abused?
- Names of the heroes who drowned in the sea before Dalal and her group reached the sea?

Glorification of martyrs is used as example in grammar exercise.

3- Martyrs are more honorable than us all.
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.

Mathematics 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.
An Islamic education chapter clearly teaches that according to the Qur'an, Jews are corrupt and are doomed to destruction both in the past and in the future by Allah's servants ("The children of Israel's corruption of the land was and will be the cause of their annihilation"). Some of the exercises use the word "Jews" instead of the historic Qur'anic term "Children of Israel," to emphasize the virtues of those who will defeat the Jews in the future.


Objectives:
At the end of this lesson, students are expected to be able to:
- Explain the Children of Israel's corruption in light of the verses.

Allah has said that the Children of Israel will spread corruption on land twice, by the act of sin and haughtiness on land. When the first corruption occurred, Allah sent His powerful servants, and they put an end to their dominion and corruption.

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

[Mark as true-not true:] The verses of the Al-Isra' Chapter indicate the need to act according to the Koran in the struggle against the Children of Israel . . . [True]

[Mark as true-not true:] The qualities of those who remove the corruption of Jews are weakness and shame . . . [Not true]

Question 5: I will clarify in the light of the verses the characteristics of those ones who will remove the Children of Israel's corruption . . .
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.

<table>
<thead>
<tr>
<th>Organ or System</th>
<th>Effect on the Sympathetic System</th>
<th>Effect on the Parasympathetic System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil</td>
<td></td>
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</tr>
<tr>
<td>Heart Rate</td>
<td></td>
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<tr>
<td>Bladder</td>
<td></td>
<td></td>
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<tr>
<td>Respiratory Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salivary Glands</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question: Observe the picture, while indicating all systems that work in this condition. Using image (21) compare the effect on the sympathetic and the parasympathetic nervous systems on every organ in the following table.

The year 1948 represents a turning point in the life of our Palestinian people. It is the year that the Nakba took place, Palestine was occupied, and our people became displaced in the refugee camps and the Diaspora. [Followed by math exercise]
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.
50. Islamic Education, Grade 12, 2019, p. 21. (Previously- Islamic Education, Grade 12, 2018, p. 21.)
Jews are demonized as liars and fraudsters. The text describes a failed attempt by Jewish leaders in Medina to persuade Muhammad to pronounce an unjust verdict to their benefit, promising him that they would convert to Islam if he did. Jews are described as sinful and liars, as they turned their backs on the Prophet and caused pain to the Prophet.

And judge [O Muhammad], between them by what Allah has revealed and do not follow their inclinations and beware of them, lest they tempt you away from some of what Allah has revealed to you. And if they turn away, then know that Allah only intends to afflict them with some of their [own] sins. And indeed, many among the people are defiantly disobedient (Al-Maidah 5:49).
The verse emphasizes that the Holy Prophet must adhere to the rule of God and not follow the whims of those Jews who appealed to him to pass judgement among them. [The Prophet] should be aware of their lies and fraud.
Allah tells His Prophet that turning their backs on accepting his judgment deprives Jews of guidance because of their sins and transgressions.
And then Allah alleviated the pain the Prophet may have sustained because of the rebellion of the Jews and hypocrites by turning their backs to the truth, which he brought to them and called them to accept.

Students in grade 9 Arabic study a story describing a firebomb attack on Israeli passengers traveling on a bus, reporting the terror incident as a “barbecue party” [haflat shiwa'].

The neighbor: The curfew does not include us in Al-Sharafah [neighborhood]. It is imposed on Al-Natarish [neighborhood]. It seems that there is a barbecue party [haflat shiwa'] there with firebombs [Molotov cocktails] on one of the buses of the colonial settlement “Psagot” on Mount Al-Tawil.

*The "barbecue party" expression is highlighted in yellow.
Islam is characterized as a religion of war rather than of peace. In a chapter that teaches about different types of jihad and rules of war, a pessimistic statement affirms that war has always existed and always will. Islam accepts it as a religious "legitimate necessity." The term: jihad, is mostly explained in the chapter as fighting against Islam's enemies—the infidels—while emphasizing that those who are not Muslims and engage in war "involve killing people and seizing their countries' wealth with no right, arrogance on earth and oppression of peoples."

The Rules of War in Islam:
War is a phenomenon that has accompanied humanity since the dawn of history, and in Islam it is a legitimate necessity [dharurah shar‘iyah] and it has controls and values before, during and after:
1. Infidels should be given a warning before the battle to adopt Islam or live under the rule of Islam under its conditions.

The relations between Muslims and non-Muslims should be based on security and peace. War, which is referred to in Islam by the term 'jihad,' has been legislated for the defense of Muslim society against attacks by the infidels and the arrogant ones and in order to fight those who stand in the way to preaching to Islam and prevent its reaching other nations.

The goals of jihad in Islam are noble goals related to the defeating of the aggressor, the spread of [Islamic] preaching and the protection of the weak, while the goals of war among non-Muslims are not noble. [They] involve killing people and seizing their countries' wealth with no right, arrogance on earth and oppression of peoples.
In biology, the importance of the human spine is taught through a story of "Zionist aggression" causing paralysis.

Ali was absent from school as a result of an injury to his spine, which led to his paralysis. He played with a suspicious object—one of the remnants of the Zionist aggression . . . Which parts of Ali were damaged? And why? What is the significance of the spinal cord to the body? What are the likely effects of spinal cord damage on the body?

A physics example in a science textbook discussing sound waves accuses the Zionist occupation of impeding the call for prayer from the minarets of Al-Aqsa Mosque.

The forces of the Zionist Occupation prohibit the amplification of the call for prayer (adhan) in the minarets of the Al-Aqsa Mosque. Discuss.
A chapter on Islamic jurisprudence focuses on invocation and jihad, teaching students that these actions are relevant to modern times and their own lives. According to the textbook, jihad is considered "the crest of Islam" and "one of the gates to achieving martyrdom." It is an individual duty in the event Islamic land is occupied, which is easily applied to the Palestinian-Israeli conflict.

Can Islamic jurisprudence incorporate the modern developments and needs of our time and meet its challenges?

At the end of the unit, students are expected to be able to:
• Equip themselves with some of the practical ordinances of the Islamic jurisprudence, which are used in everyday life.
• Strengthen confidence in the timeless and universal validity of Islamic jurisprudence, and its ability to relate to contemporary issues.

Goals: At the end of the lesson, students are expected to be able to:
1- Define the term 'jihad.'
3- Summarize the wisdoms behind the legality of jihad.
4- Explain the virtue of jihad in Islam. At the end of the unit, students are expected to be able to:

The virtue of jihad in God's cause [excerpts]:
...Jihad is the best deed in God's eyes Jihad is the peak of Islam ... Jihad is a profitable trade with God that contains the rescue from the fire [of Hell] and the attainment of pardon and Paradise ... Jihad is one of the gates to achieving martyrdom.

The wisdom behind jihad:
...jihad is considered a collective duty when the enemy's force clashes with the fighters who come to confront them. [Jihad] is considered an individual duty in the following conditions:
• If the enemy occupied a Muslim land or moved its army to occupy it or intended harm to its residents . . .
• If the Imam recruited or sent a group of people to battle . . .
56. *History*, Vol. 2, Grade 11, 2019, p. 11. (Previously—*History*, Vol. 2, Grade 11, 2018, p. 11.) Martyrdom is encouraged and described positively as "fuel that fed the Intifada and gave it the power to go on" in a chapter about liberation movements. The text describes the vast number of casualties and damage, as being the key to success of national liberation movements.

The first Palestinian Intifada was characterized by vast civil disobedience, comprehensiveness, confidentiality, good organization and active participation on the part of all segments of society. It also carried in its womb the seeds of renewal, for the blood of each martyr was the fuel that fed the Intifada and gave it the power to go on. The increased oppression on the part of the Occupation increased the popular Intifada and intensified its sharpness. The statistical data regarding the numbers of martyrs and the wounded contradicted one another. Some talked of the martyrdom of 1,200 Palestinians. As for the number of the wounded, it reached 120,000. The prisoners-of-war and detainee’s number was 120,000, while 150,000 civilians were forced to leave their houses.

57. *Geography*, Grade 12, 2019, p. 121. (Previously- *Geography*, Grade 12, 2018, p. 133.) Tourist religious sites in Jerusalem include the Dome of the Rock and the Church of the Holy Sepulcher. Jewish holy sites are ignored.

Religious sites: [...] Jerusalem in Palestine which holds the Qibli Mosque, the blessed Dome of the Rock and the Church of the Holy Sepulcher.
Fifth-graders learn a story titled “Jerusalem, the spirit of Palestine” containing radical religious and national messages. Rape and defloration are used as metaphors while Jewish history and heritage are depicted as forgery. 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, 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 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.
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.

1- I will mark (V) by the true statement and (X) by the false statement and then transfer the answer to my notebook:
   a. The companions of the Prophet's joining jihad is the reason for their death.

5- Explain:
   a. The Muslim always hurries to respond to the call for jihad.

Where are the horsemen [who will ride] toward Al-Aqsa [Mosque] to liberate it from the fist of unbelief, from Satan's aides?
Permission to own slaves and "slave girls" is taught in a lesson teaching that sexually "enjoying wives" is the religiously allowed purpose of marriage. It claims that men in the pre-Islamic period used to own slave girls for sexual pleasure "when slavery was spread in the world". A clarification is adding explaining that “The ruling in the verse is a historical judgment, which ended with the end of slavery.” This is a misinterpretation of the Qur’anic verses given in this chapter; it stands in contradiction with Qur’anic verses which call for gender equality and treating women with respect.

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.

Rewards to faithful Muslims emphasize sexual incentive. While the quotation below does not directly mention those dying in battle, Islamic education textbooks as whole significantly describe 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.
Ribat, protection of Islamic land and holy sites, is encouraged. It explains that Ribat means living a "normal" existence while readying oneself for jihad—in places such as Palestine and the Sham (Greater Syria, the Levant), where danger lurks from the "enemies of Islam."

"أولاً - الرباط في سبيل الله:
الرباط: هو الإقامة، مع إعداد النفس للجهاد في سبيل الله، والدفاع عن الدين والمسلمين، في الأماكن التي يخشى على أهلها من أعداء الإسلام. كالإقامة في أرض فلسطين خاصة، وبلاد الشام عامة.
والرباط أفضل الأعمال التي يبقى ثوابها بعد موت صاحبها؛ لأن أعمال البر كلها قد لا يتمكن منها إلا بالسلامة من العدو، وحراسته الصغور، فيجري عليه أجر كل أعمال البر التي تقوم بسبب رباطه.

Ribat: preparing one’s soul to [to engage in] jihad for the sake of Allah and defending religion and the Muslims, as one continues to reside in places where people are afraid of the enemies of Islam. This refers particularly to residing in the land of Palestine and generally to the Levant [bilad al-sham, Greater Syria]. And ribat is the best deed that remains rewarded after one’s death; because all acts of righteousness could not occur unless safety from the enemy is secured and one keeps guarding. So the [one who engages in ribat] gains the reward of all the acts of righteousness that are held because of his ribat.

The laws of probability are taught through the commemoration of Palestinians killed during the Land Day events of 1976.

Activity 1:
Six Palestinians were killed on March 30th 1976 while defending the lands which the Occupation attempted to expropriate. Since then, that day was known as the eternal Land Day and it is commemorated every year. One of the schools has a class of 25 students; seven suggested to commemorate the occasion through the school radio station only, eight suggested to organize a sports championship only, and four suggested to do both.
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.

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).
This map does not use the name "Israel" nor does it include Israeli cities such as Tel Aviv, and completely ignores current borders and agreed boundaries (Green Line, Gaza Strip, etc.)

The Negev desert is described as an integral part of Palestine, with no mention of the existence of Israel.

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**Activity 1**
The Negev Desert is an integral part of the land of Palestine. Its area is around fourteen thousand km². Calculate the ratio of this desert from the area of Palestine, which is twenty-seven thousand km² . . .
The "right of return" reappears on the opening page of Unit 2 - Statistics and Probabilities in a mathematics textbook with the following assignment: "What do you expect to be the number of refugees in the Palestinian refugee camps in Lebanon who hold the return keys?"

What do you expect to be the number of refugees in the Palestinian refugee camps in Lebanon who hold the return keys?

Children in the second grade are instructed to color a map of Palestine that excludes Israel and contoured according to the colors of the Palestinian flag's lines and colors. Another exercise in the same book asks students to formulate a map of Palestine with their bodies.

[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.
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.

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.
In a chapter teaching the importance of livestock, the "Zionist Occupation" is blamed for the lack of animal life in Palestine.

*Look at the pictures and express their content.*

*Discuss the following:*
- The most important problems facing animal raising culture in Palestine.
- Importance of fish abundance to Palestinians.
- The Zionist occupation's role in the scarcity of animal abundance in Palestine.

*Propose solutions to some of the problems facing animal abundance in Palestine.*

Children study about their hormones and the functioning of the pituitary gland in biology through the example of a violent clash in a demonstration with the Israeli army and are asked the following questions:

*Answer the following questions:*
- What is the sudden situation that led to the panic of the children?
- What organ in the body was activated by that event?
- What endocrine gland operated?
- What is the name of the hormone that forwarded it to the gland?
- What effect does this hormone have on the heart, breathing movements, and pancreas?

The name "Israel" does not appear in geography studies.

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

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.
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.

80. Geography, Vol. 1, Grade 10, 2019, p. 4. (Previously—Geography, Vol. 1, Grade 10, 2018, p. 4.)

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.
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.

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 . . .

Jerusalem will "spit out the slag of foreigners" Hebrew letters threaten Jerusalem’s character.

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.


In a chapter teaching geology in a science textbook Israel is falsely blamed for causing the cracks that appear on the walls of the Al-Aqṣa Mosque due to excavations, hinting that it would be responsible of a potential collapse of the mosque.

Humans constitute one of the external factors influencing land and buildings. This is evident in the cracks that have occurred in the walls of Al-Aqṣa Mosque because of the excavations and tunnels, which the Israeli Occupation made under Al-Aqṣa Mosque.
The cover page of a chapter teaching chemistry the following illustration is given. Students are encouraged to consider the use of a water and salt solution that keep Palestinian Prisoners alive during hunger strikes when teaching about chemical solutions in science.

Observe and think: Water and salt keep the Palestinian prisoners alive while conducting the empty-guts battle [hunger strike].

Israel's membership in the UN organization is referred to as "The Occupation State at the UN."

Israeli authorities are accused of torturing Palestinian prisoners, hinting at different kinds of torture for female prisoners.

> 
> 2- The Zionist occupation uses various kinds of torture against male and female prisoners in its jails. Let us clarify that.

88. *Arabic (2): Literature and Rhetoric* (Literary and Shar'i Branches), Grade 12, 2019, p. 45. (Previously—*Arabic (2): Literature and Rhetoric* (Literary and Shar'i Branches), Grade 12, 2018, p. 44.)

Glorification of martyrs is used to teach grammar, in this case metaphor and simile.

> 
> 3- Martyrs are bright and brilliant like candles.


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.


The curriculum uses subliminal messaging to insert violent content. *Jihad* is given as an example to explain syntactic end-vowel marking in Arabic grammar.

> 
> Desinential Inflection Examples:
> 1- *Jihad* is one of the gates to paradise.
> [end-vowel marking of each word explained]
Children are taught that the solution to Gaza’s population density is resettling the Gazan population in territories currently in Israel proper such as Ashkelon, Beersheba, Ramleh and Lod in a passage about population density, drawing a connection to the refugee problem and the necessity of return uniquely to pre-1967 Israel. Images show a refugee holding a key and a land certificate of registration [image on right]; The Palestine Nakba, 1948 and Al-Shati refugee camp in the Gaza Strip [image on left].

**The Dimensions of the Population Problem in the Gaza Strip:**

Activity 5/a: We shall examine the pictures, conclude and answer.

The Palestine Nakba, 1948 [image on right]

Al-Shati refugee camp in the Gaza Strip [image on left].

The real cause behind the overcrowding in Gaza is the forced displacement operations as practiced by the Zionist gangs against the Palestinians after their occupation of Palestine in 1948. [These gangs] displaced the population from their towns and villages, such as Ramleh, Lod, Beit Jibrin, Yazour, Askalan [Ashkelon] and other towns, villages and Bedouin tribes.

The solution to the problem of overcrowding in the Gaza Strip lies primarily in the return of the displaced population to their homes for which they are still holding their keys in Beersheba, Iraq al-Manshiyya, Falluja, Webna, and other cities, villages, towns and Bedouin homes, and their return to the cultivation of their lands, for which they still keep their registration certificates in the plains of Al-Masmiyya, Salamah, Aqar, Qatra, Khulda and others, thus solving their housing and food problems.

5- Discuss possible solutions to the problems of the population in the Gaza Strip.
In a lesson entitled: "The Cities of Palestine" the city of Jaffa is described as a Palestinian city.

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...
The following question implies that the "Zionist gangs" had intentionally planned genocide and forced displacement of Palestinian during 1948.

We will point to the motives leading the Zionist gangs to perpetrate genocide and forced displacement of our people in 1948.

The following exercises demonize the Zionist criminal murderers who they giggled while killing Palestinians and whose faces looked like death itself.

1. The Zionists established their entity based on terrorism, annihilation and colonialism; we will explain.
2. There is a common expression among the Zionists: "The old will die and the young will forget"; how can we answer them?
3. We will explain the significance of the following expressions:
   a. And they killed them on the Sabra bushes, and they were giggling as they did so.
   b. I will never forget the features of these criminal murderers; they looked to me like the face of death.

A math problem uses the issue of Palestinian prisoners to teach arithmetic in grade 3 students.

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?
The heroism of the people of Palestine

Ever Since Palestine is under Jewish-Zionist occupation, its people are facing situations of heroism and sacrifice. Men, women, children, are facing the Zionist occupiers by force and sacrifice. The heroic leaders of the people of Palestine have carried out many acts of bravery and courage throughout history, such as the martyr 'Abd al-Qader al-Husseini and Izz a-Din al-Qassam. In addition, the heroism of the children of Palestine was also evident in the first and second intifada - they opposed the Zionist enemies with force and courage. A large number of them became martyrs during the protection of the land of Palestine, the land of Al-Israa and Al-Maraj.

Exercise 3:
Mention situations in which the people of Palestine demonstrated courage and heroism.

Issue for discussion:
What is the role of courage in national liberation?
Graphic descriptions of the Nakba include teaching 5th graders Arabic through stories about corpses of friends, body parts of neighbors, panic and pain. The "return" motif is also employed by a repeated call of "return" to "raise the flag of Palestine . . . 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.
In a mathematics textbook, geometry is used to teach that Israel exploits Palestinian water.

**Activity 1:** Most Palestinian localities suffer from shortage of drinking water due to the policy of the Zionist Occupation that controls the Palestinian ground water. In order to treat the prevailing shortage, the local council of this village built a reservoir with the capacity of 5,000 cubic meters...

100. **Arabic Language** (Vocational Branch), Grade 11, 2018, p. 98.
To teach Arabic poetry, a graphic picture of dead Palestinian baby is used in poem blaming Israel for pre-meditated murder.

'**Statement of Accounts**'
By Ahmed Dahbour
Ahmed Dahbour (1946—) is a Palestinian poet. He was born in the city of Haifa and was displaced with his family to Lebanon, and then to Syria after the Nakba (1948). He has published several poem collections, including: "The Story of the Palestinian Boy," and "Martyrdom with the Five Fingers."
He authored a poem, "Statement of Accounts," in free style, expressing the Palestinians' devotion to the land and their defiance of the occupier, refusal to relinquish their rights and defending them and reveals the crimes of the occupier and his cowardice as he chases and murders children, such as in the assassination of the baby girl, Iman Hiju, at the beginning of the Al-Aqsa Intifada in 2001.
Methodology

IMPACT-se applies methodological standards based on UNESCO and UN declarations, recommendations and documents on education for peace and tolerance (see below). Our methodology is designed to examine every detail within the textbooks; it does not paraphrase, rely on interpretations, or attempt to illustrate preconceived notions.

The following is an updated condensed version of the IMPACT-se UNESCO-derived standards for peace and tolerance in school education: 32

1. **RESPECT**: The curriculum should promote tolerance, understanding and respect toward the "Other," his or her culture, achievements, values and way of life. 33

2. **INDIVIDUAL OTHER**: The curriculum should foster personal attachment toward the "Other" as an individual, his or her desire to be familiar, loved and appreciated. 34

3. **NO HATE**: The curriculum should be free of wording, imagery and ideologies likely to create prejudices, misconceptions, stereotypes, misunderstandings, mistrust, racial hatred, religious bigotry and national hatred, as well as any other form of hatred or contempt for other groups or peoples. 35

4. **PEACEMAKING**: The curriculum should develop capabilities for non-violent conflict resolution and promote peace. 36

5. **UNBIASED INFORMATION**: Educational materials (textbooks, workbooks, teachers’ guides, maps, illustrations, aids) should be up-to-date, accurate, complete, balanced and

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32 The methodology was initiated by Yohanan Manor. This is an updated version of the standards prepared by Eldad J. Pardo, Jean-Claude Nidam and Shimon Shetreet (May 2014). http://www.impact-se.org/methodology/

33 As defined in the Declaration of Principles on Tolerance Proclaimed and signed by Member States of UNESCO on November 16, 1995, Articles 1, 4.2. See also the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding Between Peoples (1965), Principles I, III. Universal Declaration of Human Rights (1948): Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial and religious groups and shall further the activities of the United Nations for the maintenance of peace.

34 The goal of education for peace is the development of universally recognized values in an individual, regardless of different socio-cultural contexts. See Ibid., Article 6. See also, on exchanges between youth, the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples (1965), Principles IV, V.


unprejudiced, and use equal standards to promote mutual knowledge and understanding between different peoples.\textsuperscript{37}

6. **GENDER**: The curriculum should foster equality and mutual respect between women and men. It should refrain from stereotyped gender roles.\textsuperscript{38}

7. **SOUND PROSPERITY and COOPERATION**: The curriculum should educate for sound and sustainable economic conduct and preservation of the environment for future generations. It should encourage regional and local cooperation to that effect.\textsuperscript{39}

\textsuperscript{37} Based on UNESCO recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms, adopted by the General Conference at its eighteenth session, Paris, November 19, 1974, Article V.14.

\textsuperscript{38} The preamble to the Declaration of Principles on Tolerance proclaimed and signed by member states of UNESCO on November 16, 1995, notes the Convention on the Elimination of Any Form of Discrimination against Women and emphasizes respect for human rights and fundamental freedoms for all, without distinction as to gender.

\textsuperscript{39} Based on UNESCO recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms, adopted by the General Conference at its eighteenth session, Paris, November 19, 1974, Articles III.6, and IV.7. On the imperative for developing "systematic and rational tolerance teaching methods that will address the cultural, social, economic, political and religious sources of intolerance," see the Declaration of Principles on Tolerance proclaimed and signed by member states of UNESCO on November 16, 1995, Article 4.2. On education for international cooperation, see also the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples (1965), Principle II.
Complete List of Palestinian Authority Textbooks Analyzed—2019–20

Grade 1:


Grade 2:


Grade 3:


40 All listed textbooks have been analyzed by IMPACT-se; not all were quoted in the examples. Upon request IMPACT-se can provide digital versions of all textbooks analyzed.
Grade 4:


Grade 5:


Grade 6:

Grade 7:

82. Programming, Grade 7, 2018.
83. Recitation and Intonation, Grade 7, 2019.
89. Technology, Grade 7, 2019.

Grade 8:

104. Vocational Education, Grade 8, 2016.
105. Technology, Grade 8, 2019.

Grade 9:

114. Recitation and Intonation, Grade 9, 2019.
117. Social Studies, Vol. 1, Grade 9, 2019.
119. Vocational Education, Grade 9, 2016.
120. Technology, Grade 9, 2019.

Grade 10:

128. Geography and History of Palestine in the Modern Age (Vocational Track), Grade 10, 2019.
131. Life Sciences, Grade 10, 2019.
134. Mathematics, Grade 10 (Vocational track), 2019.
135. Physics, Grade 10, 2019.
137. Technology, Grade 10, 2019.
138. Vocational Education - Practice, Grade 10, 2017 [Draft]
139. Vocational Education - Theory, Grade 10, 2017 [Draft]

Grade 11:

145. Arabic Language (Vocational track), Grade 11, 2018.
151. Entrepreneurship (Technology), Grade 11, 2018.
162. Mathematics (Business, Hotel, Home Economics, Agriculture), Grade 11, 2018.
163. Mathematics (Literature and Sharia), Grade 11, 2018.
166. Mathematics (Technology), Grade 11, 2017.
175. Technology (All Branches), Grade 11, 2019.
176. Technology (Science and Industrial), Grade 11, 2019.

Grade 12:

177. Accounting, Grade 12, 2019.
180. Arabic Language (Vocational track), Grade 12, 2019.
182. Chemistry (Home Economics), Grade 12, 2019.
183. Communications and Electronics, Grade 12, 2019.
186. Entrepreneurship (Technology), Grade 12, 2018.
188. History, Grade 12, 2019.
189. Islamic Education, Grade 12, 2019.
190. Life Sciences, Grade 12, 2019.
192. Mathematics (Business, Hotel, Home Economics, Agriculture), Grade 12, 2019.
193. Mathematics (Literature and Sharia), Grade 12, 2019.
194. Mathematics (Science and Industrial), Grade 12, 2019.
195. Mathematics (Technology), Grade 12, 2019.
196. Physics, Grade 12, 2019.
التربية الإسلامية، الصف الأول الأساسي، الجزء الأول، 2019.
التربية الإسلامية، الصف الأول الأساسي، الجزء الثاني، 2019.
لغتنا الجميلة، الصف الأول الأساسي، الجزء الأول، 2019.
لغتنا الجميلة، الصف الأول الأساسي، الجزء الثاني، 2019.
الرياضيات، الصف الأول الأساسي، الجزء الأول، 2019.
الرياضيات، الصف الأول الأساسي، الجزء الثاني، 2019.
اللغة الإنجلزية، الصف الأول الأساسي، الجزء الأول، 2019.
اللغة الإنجلزية، الصف الأول الأساسي، الجزء الثاني، 2019.
الصفي الثاني الأساسي:
التربية الإسلامية، الصف الثاني الأساسي، الجزء الأول، 2019.
التربية الإسلامية، الصف الثاني الأساسي، الجزء الثاني، 2019.
لغتنا الجميلة، الصف الثاني الأساسي، الجزء الأول، 2019.
لغتنا الجميلة، الصف الثاني الأساسي، الجزء الثاني، 2019.
الرياضيات، الصف الثاني الأساسي، الجزء الأول، 2019.
الرياضيات، الصف الثاني الأساسي، الجزء الثاني، 2018.
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اللغة الإنجلزية، الصف الثاني الأساسي، الجزء الثاني، 2019.
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التربية الإسلامية، الصف الثالث الأساسي، الجزء الثاني، 2019.
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لغتنا الجميلة، الصف الثالث الأساسي، الجزء الثاني، 2019.
الرياضيات، الصف الثالث الأساسي، الجزء الأول، 2019.
الرياضيات، الصف الثالث الأساسي، الجزء الثاني، 2018.
العلوم والحياة، الصف الثالث الأساسي، الجزء الأول، 2019.
العلوم والحياة، الصف الثالث الأساسي، الجزء الثاني، 2019.
التنشئة الوطنية والاجتماعية, الصف الثالث الأساسي, الجزء الأول, 2019
اللغة الإنجليزية, الصف الثالث الأساسي, الجزء الثاني, 2019

الصف الرابع الأساسي:
التربية الإسلامية, الصف الرابع الأساسي, الجزء الأول, 2019
التربية الإسلامية, الصف الرابع الأساسي, الجزء الثاني, 2018
لغتنا الجميلة, الصف الرابع الأساسي, الجزء الأول, 2019
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التربية الإسلامية, الصف الرابع الأساسي, الجزء الثاني, 2019
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اللغة الإنجليزية, الصف الرابع الأساسي, الجزء الثاني, 2019

الصف الخامس الأساسي:
التربية الإسلامية, الصف الخامس الأساسي, الجزء الأول, 2019
التربية الإسلامية, الصف الخامس الأساسي, الجزء الثاني, 2019
لغتنا العربية, الصف الخامس الأساسي, الجزء الأول, 2019
لغتنا العربية, الصف الخامس الأساسي, الجزء الثاني, 2019
التلاوة والتجويد, الصف الخامس الأساسي, 2019
الرياضيات, الصف الخامس الأساسي, الجزء الأول, 2019
الرياضيات, الصف الخامس الأساسي, الجزء الثاني, 2019
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الدراسات الاجتماعية, الصف الخامس الأساسي, الجزء الثاني, 2019
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البرمجة, الصف الخامس الأساسي, 2018
اللغة الإنجليزية, الصف الخامس الأساسي, الجزء الأول, 2019
اللغة الإنجليزية, الصف الخامس الأساسي, الجزء الثاني, 2019

الصف السادس الأساسي:
التربية الإسلامية, الصف السادس الأساسي, الجزء الأول, 2019
التربية الإسلامية, الصف السادس الأساسي, الجزء الثاني, 2019
التربية الإسلامية, الصف السادس الأساسي, الجزء الأول, 2018
التربية الإسلامية, الصف السادس الأساسي, الجزء الثاني, 2018
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الدراسات الاجتماعية, الصف السادس الأساسي, الجزء الثاني, 2019
العلوم والحياة, الصف السادس الأساسي, الجزء الأول, 2019
العلوم والحياة, الصف السادس الأساسي, الجزء الثاني, 2019
العلوم, الصف السادس الأساسي, 2019
البرمجة, الصف السادس الأساسي, 2018
اللغة الإنجليزية, الصف السادس الأساسي, الجزء الأول, 2019
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62. التجويد، الصف السادس الأساسي، الجزء الأول، 2019.
63. اللغة العربية، الصف السادس الأساسي، الجزء الثاني، 2019.
64. اللغة العربية، الصف السادس الأساسي، الجزء الثالث، 2019.
65. الرياضيات، الصف السادس الأساسي، الجزء الأول، 2019.
66. الرياضيات، الصف السادس الأساسي، الجزء الثاني، 2019.
67. اللغة الإنجليزية، الصف السادس الأساسي، الجزء الأول، 2019.
68. اللغة الإنجليزية، الصف السادس الأساسي، الجزء الثاني، 2019.
69. التكنولوجيا، الصف السادس الأساسي، 2019.
70. الأدبيات الاجتماعية، الصف السادس الأساسي، الجزء الأول، 2019.
71. الأدبيات الاجتماعية، الصف السادس الأساسي، الجزء الثاني، 2019.
72. العلم والحياة، الصف السادس الأساسي، الجزء الأول، 2019.
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