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The impacts of the content of science and math Curricula of Saudi Arabia Intermediate Schools

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Abstract

This study aims to present a comparative analysis of science and math curricula in Saudi Arabia in terms of content and time dedicated for teaching these subjects in grades 7-9. The first part focuses on science curriculum using the original series "Glencoe Science" that has been translated into Arabic with adaptation and is used in the intermediate grades (7-9). The study also sheds light on the school year, school day, number of hours/periods of science/math offered to students and the correlation between the progress of students in science/math and the amount of time dedicated for these two subjects.

This paper utilizes a comparative approach to analyze different approaches that countries use to structure school year and the number of hours/classes they designate to science and math. The framework of analysis involves: approach to school year and time dedicated to science and math (and other related areas) and correlation between time allocated for teaching/learning and student achievement. The main focus is science curricula of Saudi Arabia intermediate schools. Content of science and math curricula in Saudi Arabia public schools and the time dedicated for both subjects are less than those in OECD countries, South Korea, and Japan. This diminished amount of time and content has many implications that are reflected in PISA results of Saudi Arabia. In addition, it has impact on high school students' progression.

Keywords: Content of science and math curricula in Saudi Arabia public