

PROPOSED FRAMEWORK FOR THE INTEGRATION OF THE 21ST CENTURY SKILLS IN EGYPTIAN SCIENCE CURRICULUM IN BASIC EDUCATION

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Abstract_ study aimed to determine the twenty-first century skills, which can be integrated into the science curriculum in basic education in Egypt, and evaluate the content of current science textbooks at this stage in light of the availability of these skills, and a description of how to integrate these skills in the science curriculum. To achieve these objectives, the study used the descriptive analytical method to gain access to the list of skills of twenty-first century; the basic and subsidiary, and then used The Delphi method - as one of the methods of future studies - through three rounds with 15 experts, and used the content analysis to analyze the science textbooks' content in basic education, which amounted to 6 textbooks.

The study reached a proposed framework which consists of three skill sets, each with basic skills and subsidiaries, as well as the procedural objectives, which reflect the expected performances of learners. The study also found that these skills were very poorly represented in science textbooks, so two scope and sequence matrices of these skills for each of the elementary and preparatory education were prepared.

Keywords: 21st century - Science curriculum - Basic education