

THE DEGREE OF THE STUDENTS' KNOWLEDGE OF THE CONTENTS OF SCIENCE CURRICULA DEVELOPED IN THE MIDDLE STAGE IN SAUDI ARABIA AND THEIR RELATION TO THE ACADEMIC ACHIEVEMENT

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***ABSTRACT_** The research aims at identifying the availability of The degree of the students' knowledge of the contents of science curricula developed in the middle stage in Saudi Arabia and their relation to the academic achievement. To achieve this goal a list of science processes skills was prepared, which should be available in the content of the science curriculum for first grade in middle school, also content analysis card for the availability of these skills was built, and a test of science processes skills was built and applied to a sample of (242) students in the first grade in middle school in the city Sakaka in al Jouf, Saudi Arabia. Results showed the weakness of most science processes of analysis tool, and the lower average scores of students in general for each skill of the research processes skills. The average scores of students did not exceed (47.2%) in the test of science processes. The research concluded that there is a statistically significant differences at the level of (0.01) in the degrees of the research sample in a number of science processes due to the different level of academic achievement. These differences were in favor of people with high academic achievement. The research recommended the need to embed science processes skills in the content of the science curriculum in middle school and urging the teachers to pay attention to their development with training courses to raise their efficiency in the development of those skills.*

***KEYWORDS:** Science process, Developed Science Curriculum, Achievement, Curriculum Content.*