<u>Abstract</u>

Science textbooks are a valuable resource for both students and teachers. They hold a significant role in students' learning of science. Most science teachers in the United Arab Emirates rely on science textbooks as the foundation for their teaching. However, until now, limited research has been conducted to assess the appropriateness of science textbooks prescribed by the Ministry of Education in the UAE. Therefore, this study aims to evaluate the representation of elements contributing to the suitability of cycle 2 (grades 5 to 8) science textbooks as learning resources as prescribed by the Ministry of Education of the UAE. In this study, a quantitative descriptive content analysis design was employed. These textbooks were analyzed using the Science Textbook Evaluation Framework (STEF). The findings revealed that these textbooks appear to differ in their representation of the various elements of the framework. Based on the framework used in this study, these textbooks may be regarded as inappropriate for the students of UAE. This study presents several implications and offers recommendations for future research.

Keywords: *science textbook, physical attributes of textbook, illustrative attributes of textbook, contextualization of textbook content, integration of technology into textbook, constructivist orientation of textbook, Science Textbook Evaluation Framework (STEF).*