



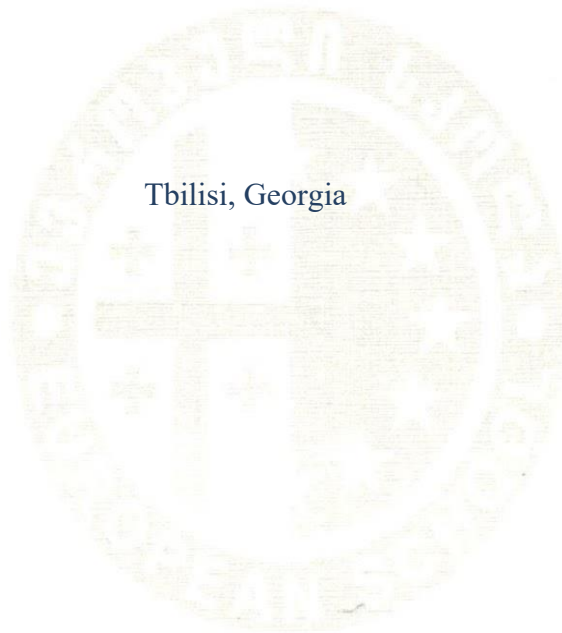
European School LLC
შპს ევროპული სკოლა

American School of Advanced Studies

Curriculum Guide

For 2026/2027 Year

Tbilisi, Georgia



1. Introduction

The curriculum of the American School of Advanced Studies derives from the mission of the European school. It is based on the national goals of general education and the standards of the American educational program, as well as the school curriculum.

The primary objective of the curriculum is to create an educational environment and resources that align with the mission's goals. Additionally, it aims to outline the necessary methods and tools for implementing the American program and standards.

The curriculum also considers the teaching and learning objectives, focusing on developing the cross-cutting skills and values defined by the national curriculum for students.

The plan is focused on personal development, placing the student at the center, emphasizing their development process and achievements. Outcome-oriented learning means not only memorizing the information provided to the student but also transforming it into solid, dynamic, and functional knowledge.

The school curriculum is a mandatory document that includes:

- The distribution of mandatory and elective subjects in the school's hourly schedule by grade levels.
- The allocation of hours for each subject.
- The hourly schedule, textbooks, academic year calendar, and summary exam schedules.
- The determination of diploma credits, prerequisites for AP (Advanced Placement) courses, and the list of AP courses offered for the current year.
- Rules for selecting AP courses and mandatory activities for teachers' professional development (such as international conferences, webinars, professional retraining courses for AP subjects, preparation of AP qualifying syllabi, and more).

The American school's curriculum considers the professional growth of educators and encourages their active collaboration with the international educational community.

A fundamental principle of the school's curriculum is outcome orientation, which aims to equip students with actionable knowledge and develop skills to apply the knowledge gained in school to real-life situations. This requirement, in accordance with the curriculum and American standards, is reflected in the structure of subject-specific programs. The general section of these programs defines the objectives of teaching each subject and the key benchmarks of American standards.

The educational program of the American School of Advanced Studies promotes the development of qualities such as initiative, empathy, and tolerance towards diversity. It also fosters a drive for the continuous enhancement of knowledge and skills.

The school's program is designed to provide students with academic knowledge while also developing skills necessary for adaptation in the modern world. The focus is on equipping students to:

- Approach received information critically, not only acquiring knowledge but also evaluating its content, purpose, and quality.
- Develop independent logical thinking.
- Build the ability to make decisions independently and choose wisely.
- Be creators, capable of generating value and utilizing existing experiences and achievements to create new material, intellectual, and spiritual contributions.

2. **The operational and strategic development principles of the American School of Advanced Studies emphasize these goals to ensure a well-rounded and future-ready education for its students.**

The operation and strategic development of the ASAS are based on six principles:

1. **Motivation:** Striving to create a better world through education.
2. **Tolerance:** Respecting the dignity, values, and traditions of others.
3. **Quality:** Valuing a reputation built on high educational standards.
4. **Transparency:** Ensuring that all stakeholders receive comprehensive information about the learning process and have the opportunity to participate in it.
5. **Partnership:** Achieving goals through collaborative efforts and engaging with national and international educational communities via forums and conferences.
6. **Leadership:** Pursuing innovation in pedagogical practices and encouraging creative approaches from both students and teachers.

3. American School of Advanced Studies Curriculum

3.1 The curriculum of the ASAS is based on both national educational values and the standards of the American education system, including the **Common Core** and **Next Generation** standards.

3.2 The development of the school curriculum involves the participation of the Principal of the American School of Advanced Studies, teachers, and subject departments. The curriculum is approved by the CEO of the European School.

3.3 The curriculum must be finalized and approved no later than one week before the start of the new academic year.

3.4 The **school curriculum**, aligned with the school's priorities, defines the following:

- a) Mandatory and advanced-level subjects included in the curriculum by grade, along with the hourly workload for each subject.
- b) Additional educational services.
- c) Plans for school-wide educational activities.

4. Key Principles of Teaching and Learning

4.1 The American School of Advanced Studies encompasses grades VI through XII.

4.1.1. The language of instruction in the American School of Advanced Studies is English. However, **Georgian Language and Literature** is taught in Georgian.

4.2 Academic Year Calendar

4.2.1. The academic year is divided into two semesters, separated by the winter break.

4.2.2. The start and end dates of the academic year, as well as the timing and duration of vacations, are determined by state legislation. For grades VI-XII, the academic year consists of 37 weeks of instruction.

4.3.3. Lesson Duration

- Each lesson lasts 45 minutes.
- Exceptions to lesson duration may be made under extreme conditions (e.g., freezing weather, extreme heat, pandemics).
- In such cases, the school may temporarily adjust lesson lengths to minimize disruption to the academic process.

4.3.4. Breaks Between Lessons

Breaks between lessons are scheduled as follows:

- 5 minutes
- 15 minutes
- 25 minutes

4.3.5. Class Sizes

- The maximum number of students in a general classroom is **15**.
- For second foreign language classes, the group size ranges from **5 to 10 students**.
- Students from different classes within the same grade level may be grouped together based on their language proficiency levels.

AP (Advanced Placement) Classes

- AP courses are elective.
- The number of students in AP classes ranges from **3 to 15**.

4.4. School Culture

To foster and develop a shared school culture, the school promotes principles of mutual respect, equality, tolerance, and partnership.

The school's activities aim to create a creative and collaborative environment for all members of the school community. It actively supports and develops:

- **Sports activities**
- **Artistic programs**
- **Club initiatives**
- **School-wide projects**

These activities involve students from various classes, teachers, and even parents, encouraging a sense of community and engagement among all stakeholders.

4.5. Homeroom Teacher

At the beginning of each academic year, every class is assigned a homeroom teacher to ensure the effective implementation of the educational and developmental process.

The primary goals of the homeroom teacher are to:

- Support students in achieving the national goals of general education.
- Foster the intellectual and physical development of students.
- Promote a healthy lifestyle among students.
- Develop civic awareness grounded in liberal and democratic values.
- Help students understand their rights and responsibilities toward their family, community, and state.

The work of the homeroom teacher is based on principles of holistic education, fostering creativity, encouraging active participation, and promoting collaboration among students.

Additionally, the homeroom teacher is responsible for identifying students' personal psycho-emotional needs and promptly informing the school administration and psychologist to address them effectively.

4.6. Subject Departments

The European School operates seven subject-specific departments.

The ASAS collaborates closely with these departments in the following areas:

- Coordinating teaching processes.
- Sharing experiences and best practices.
- Identifying factors for success and exploring solutions to challenges.
- Selecting appropriate educational resources.
- Supporting the professional development of teachers.
- Developing recommendations for the implementation of modern teaching methodologies and approaches.

5. Educational Resources

5.1. Management of Educational Resources

The use of diverse educational resources is essential for both teachers and students in the learning process. The school ensures accessibility to its educational resources, such as the library, computer lab, and other facilities, for all students and teachers. The school also introduces students to the rules for utilizing various educational resources available on campus.

Types of Educational Resources

- a) School textbooks
- b) Supplementary literature
- c) Educational electronic resources
- d) Various visual aids (e.g., maps, posters, models)
- e) Library
- f) Laboratories

5.2. Textbooks

5.2.1. Selection Process: Textbooks are selected by teachers and the respective subject departments.

5.2.2. Supplementary Materials: Teachers may use additional teaching materials as long as they are approved by the Principal of ASAS and the department head.

5.2.3. Language of Instruction: The teaching process is conducted in English, utilizing English-language textbooks based on **Common Core** and **Next Generation** standards.

5.2.4. Digital Learning Resources: To support digital education and the integration of technology, students and teachers at the European School have access to global electronic academic resources such as **JSTOR**, **Britannica**, and **Learning A-Z**. In addition, the school's **Digital Transformation Team** continuously identifies, evaluates, and implements innovative digital tools that enhance teaching, learning, collaboration, and creativity. Through their official school email accounts, students and staff are provided with secure access to a wide range of current educational platforms, AI-powered learning tools, productivity applications, and collaborative technologies, ensuring they benefit from a modern, technology-rich learning environment that supports personalized and engaging learning experiences.

Access to Resources: Students and teachers are provided with individual user accounts, enabling them to access these resources both on campus and remotely.

Library and Textbook Updates

5.2.5. Every academic year, the library's collection of books (both electronic and printed) is updated based on the needs and requests of teachers and students.

5.2.6. A detailed list of school textbooks is prepared by grade/level and subject.

5.3. Additional Educational and Developmental Services

5.3.1. The school provides students with educational and developmental services beyond the standard curriculum, including:

Advanced Placement (AP) Courses:

- Offered as elective courses for grades 10–12.
- Includes university-level content.

Capstone Diploma:

- Available for grades 11 and 12.
- Comprises four AP courses, along with a two-year program including **AP Seminar** and **AP Research**.

5.3.2. Extracurricular Activities:

- Participation in various intellectual and educational clubs.
- Opportunities for creative endeavors and artistic expression.
- Sports activities and other enrichment programs.
- Participation in international conferences, academic forums, and interdisciplinary events that foster global awareness, research, and collaboration.
- Active involvement in school assemblies, leadership initiatives, and community events that promote communication, public speaking, student voice, and school engagement.

5.3.3. Educational Excursions

The school offers students a variety of general and thematic excursions, both within Georgia and abroad. These educational experiences are designed to:

- Help students connect classroom learning with real-world experiences beyond the school environment.
- Foster social, creative, communication, and collaboration skills.
- Promote **global citizenship** by encouraging students to appreciate diverse perspectives, engage responsibly with global issues, and develop a sense of responsibility toward local and international communities.
- Enhance **cultural awareness** by exposing students to different historical, cultural, and social contexts, fostering respect for diversity, inclusion, and intercultural understanding.
- Encourage curiosity, critical thinking, and experiential learning through meaningful interactions with people, places, and communities.

All excursions are carefully planned and conducted in full compliance with the school's Excursion Policy, ensuring the safety, educational value, and well-being of all participants.

5.4. Hourly Grid of the American School of Advanced Studies

The school's hourly curriculum includes both **mandatory** and **elective** subjects, clearly outlined in the schedule.

5.5. Inclusive Education

The school has developed a **Policy on Inclusive Education**, which defines the approach to working with students with **special educational needs (SEN)**. Key aspects include:

- Developing individualized educational plans (IEPs) for SEN students, based on the **National Curriculum**, as needed.
- Ensuring that all students receive appropriate support to thrive academically and socially.

6. Academic Assessment Policy

The purpose of the student evaluation system is to **manage the quality of teaching and learning**, aiming to improve learning outcomes and monitor progress. The assessment system in place supports the **comprehensive development** of students, helps to identify their potential, and ensures equal

opportunities for students with varying capabilities.

Assessment Components

The system allows for the evaluation of students based on various components, including:

- Participation
- Classroom activities
- Homework
- Presentations
- Projects
- Essays
- Unit tests
- Quizzes
- Homework tests
- Final essays
- Midterm exams
- Final exams
- Laboratory work
- Journal keeping

Evaluation Framework

The school has developed and approved a grading system based on the principles of the **American education system**. It provides clear guidelines for calculating grades and recognizing students' academic achievements.

Two types of assessments are used:

1. **Formative Assessment:** Focused on the learning process.
2. **Summative Assessment:** Focused on learning outcomes.

Grading Formula

The components used to calculate the final course grade vary according to the nature and objectives of each subject. The final grade is expressed as **100%**, with each assessment component contributing a

proportional percentage as defined in the course syllabus.

For all subjects, the **maximum score for an individual assessment is 10 points**, which is equivalent to **100% achievement**. Individual assessment scores are converted proportionally and incorporated into the final grade according to the subject-specific assessment formula and grading scale outlined in the syllabus.

Special Grade Designations

In addition to numerical grades, the following grade designations may be used:

- **I (Incomplete):** Assigned when a required assessment or assignment has not been completed. Students are expected to complete the missing work **within 10 school days** from the date the grade is assigned or upon returning to school after an approved absence. If the required work is not completed within the designated timeframe without an approved extension, the **Incomplete (I)** is converted to **0 (zero)** and included in the final grade calculation.
- **E (Excused):** Assigned when a student is officially excused from an assessment or assignment due to documented circumstances, such as:
 - a verified medical condition supported by a physician's certificate;
 - participation in officially approved educational, academic, athletic, artistic, or career development activities representing the school or another recognized institution; or
 - other exceptional circumstances approved by the school administration based on appropriate supporting documentation.

Assignments or assessments marked **E (Excused)** do not negatively affect the student's grade and are managed in accordance with the school's assessment and make-up work policies.

Assessment Scale

Grades		
% from 100	Letter Grade	4.0 Scale
93-100	A	4.0

90-92.99	A-	3.7
87-89.99	B+	3.3
83-86.99	B	3.0
80-82.99	B-	2.7
77-79.99	C+	2.3
73-76.99	C	2.0
70-72.99	C-	1.7
67-69.99	D+	1.3
63-66.99	D	1.0
60-62.99	D-	0.7

Assessment Definitions by Subject

The school offers the following assessment options for subjects:

1. **Differentiated (Alphabetic Grading)**

- a. **Grades A–F** are used to evaluate academic performance in courses.
- b. These grades are factored into the calculation of the **GPA (Grade Point Average)**.

2. **Non-Differentiated (Pass/Fail)**

- a. **Pass/Fail evaluations** are used to indicate successful completion or failure of a course.
- b. This type of assessment is **not included** in GPA calculations.

Grading in the 100-Point System

1. Subjects Evaluated with Pass/Fail System:
 - The subject "Physical Education" is assessed using the Pass/Fail system.
 - For foreign students, the subject "Georgian Language and Literature" is also evaluated with the Pass/Fail system.
2. Student Self-Assessment and Peer Assessment:
 - The European School incorporates a system of self-assessment and peer-assessment, used periodically during lessons, especially for presentations.
3. Internal Assessments:
 - Within the framework of internal school control, midterm and final exams are conducted each semester.
 - Teachers and the academic dean analyze the results of these assessments.
4. Teacher Collaboration and Improvement Mechanisms:
 - Issues related to student assessments are regularly discussed during subject teachers' meetings.
 - Based on these discussions, mechanisms for improving the assessment system are planned and implemented.

7. Core Methodological Orientations

7.1. Student-Centered Approach

1. **Individual Differences:**
 - Every student is unique, characterized by individual physical and psychological traits, talents, emotions, interests, personal experiences, academic needs, and learning styles. These factors must be considered during the teaching-learning process.
2. **Positive Learning Environment:**
 - Learning should take place in a structured and positive environment.
 - Emphasis is placed on positive relationships and interactions, where students feel valued, recognized, and responsible for their own learning and development.
3. **Active Engagement:**
 - Learning is a process of knowledge construction.
 - Students actively participate in learning, building upon their existing knowledge, experiences, and perspectives.

7.2. Ensuring the Principle of Equality in the Teaching-Learning Process

To provide equal opportunities for development, the school offers a diverse educational process. This diversity involves employing a variety of methods, approaches, strategies, problem-solving techniques, and types of activities.

Special emphasis is placed on fostering values such as dignity, fairness, mutual respect, active listening, and the recognition of others' perspectives.

It is crucial for teachers to lead by example, demonstrating fairness and mutual respect in their interactions with students and colleagues, thereby instilling these principles in their learners.

7.3. Increasing Student Motivation

Enhancing student motivation is a key pedagogical task. During the teaching process, it is important to recognize that a student's motivation increases when they perceive that the teacher's priority is to support their progress. Conversely, motivation decreases when students feel the teacher's primary focus is on judging or evaluating their performance. Motivation also grows when students understand the purpose of an assignment and recognize its necessity. It is essential for teachers to clearly communicate the objectives of specific tasks and help students see the connection between school activities and real-life experiences outside of school.

The American School of Advanced Studies offers several ways to boost student motivation. Students receive a special diploma for successfully completing the MAP exams. For passing three AP exams, students are awarded the AP Scholar Diploma, signed by the College Board President. Successfully completing four AP exams earns students the AP Scholar Honor Diploma, while achieving top scores in five or more AP exams results in the prestigious AP Scholar with Distinction Diploma.

7.4. Discipline

The school cultivates students' ability to understand their responsibilities and adhere to societal norms and order. A calm and productive school environment is fostered through the teacher's example and the student's sense of belonging to the school community.

Administrative measures and disciplinary actions imposed by the school must not violate the dignity or rights of students. Discipline in the school is primarily guided by the **School Regulations**, the **Student Code of Conduct**, and the **Disciplinary Committee Statutes**, which every student is introduced to upon enrollment.

7.5. Student Engagement

Modern educational processes require active participation from students. This involves not only actively engaging in their own learning process but also contributing to the learning experiences of their peers. During group work, project participation, or planning and executing presentations, students assist one another in better understanding various concepts, acquiring and developing skills, and forming attitudes.

As a result, ensuring student attendance in classes is a key priority for the school. Student absences are recorded in the electronic journal. The class advisor is responsible for maintaining daily records of student attendance.

8. Mandatory and Elective Subjects

8.1 Principles of Subject Grouping

The curriculum of the American School of Advanced Studies organizes subjects into eight thematic groups based on their focus and competencies:

- English Language
- Mathematics
- Georgian Language
- Foreign Languages
- Social Sciences
- Natural Sciences
- Visual Arts/History of Arts
- Design/Technologies
- Physical Education

Each subject group encompasses both mandatory and elective courses, aligned with subject-specific competencies. These groups aim to bring together disciplines with similar goals and areas of study.

Student Choices in Grades X-XII

- In the upper grades, students are encouraged to define and develop their intellectual interests.
- Beyond mandatory courses, students can choose additional **Advanced Placement (AP)** subjects tailored to their academic and personal interests.

English Language and Literature

English Language and Literature is a mandatory subject area comprising two complementary courses: **Academic Writing** and **English Literature**. These courses are offered from **Grades VI–X**, providing students with a strong foundation in analytical reading, effective written communication, critical thinking, and literary analysis. In **Grades XI- XII**, students continue with a World Literature course that emphasizes the in-depth study of world literature, literary criticism, and independent analysis. As part of the course requirements, students produce **extended analytical essays** based on works of world literature, demonstrating advanced research, interpretation, argumentation, and academic writing skills in preparation for higher education.

During classroom discussions, students are expected to use appropriate vocabulary accurately and effectively, further enhancing their language proficiency.

Georgian Language

- The mandatory subject of the state language curriculum is **Georgian Language and Literature**, taught from grades VI to XII. This subject fully aligns with the requirements outlined in the National Curriculum of Georgia.
- The study of the state language aims to develop key communication skills (writing, reading, listening, speaking) in Georgia's official language(s). The objective of the subject(s) within this group is to cultivate students' abilities to aesthetically perceive and evaluate literary works, express their thoughts logically and coherently, read and create texts of various content, and foster respect for literary heritage. It also seeks to enhance students' written and oral communication skills.
- The curriculum features a dedicated Georgian as a Second Language and Cultural Studies program for grades VI–XII, designed to support non-native students in their language acquisition and development.

Georgian as a Second Language and Cultural Studies

Students for whom Georgian is not their native language study **Georgian as a Second Language and Cultural Studies**, focusing on acquiring adequate skills and knowledge for effective communication in the state language and culture.

Mathematics

The Mathematics subject group includes the mandatory course **Mathematics**, which is taught from grades VI to XII.

The primary goal of teaching mathematics is to cultivate analytical, logical, systematic, and symbolic thinking, as well as research skills in students. The study of mathematics aims to equip students with the skills necessary to solve practical, real-life problems effectively.

Foreign Languages

The Foreign Languages subject group includes the following mandatory subjects:

- a) **Spanish Language** – taught in grades VI, VII, VIII a, VIII b, VIII c, IX a, IX b, X a, X b X c, XI a, XI b, XI c, XII b .
- b) **Latin Language** – taught in grades X a, X b, X c, XI a, XI b, XI c, XII a.
- c) **French Language** - taught in grades VII, VIII b, VIII c, IX a, IX b, X a, X b, X c, XI a, XI b

Students select one foreign language from the school's offerings. To earn full academic credit, students are required to study the same selected language for a minimum of two consecutive academic years (four semesters). This requirement ensures the development of linguistic proficiency, cultural understanding, and continuity in language learning.

As with all other subject groups, the focus is on developing practical application skills of the acquired knowledge. The standards for foreign languages are structured based on language proficiency levels.

Social Sciences

The Social Sciences subject group includes the following mandatory subjects:

- a) **World History** (Grades VI-IX)
- b) **European History** (Grade X)
- c) **American History** (Grade XI)
- d) **History of Georgia** (Grade XII)
- e) **Geography** (Grades VI -VII- VIII)
- f) **Sociology** (Grade IX)
- g) **Classics** (Grades VI-XII)

This subject group is designed to provide students with a comprehensive understanding of historical, cultural, and social contexts, fostering critical thinking and analytical skills essential for understanding global and local societal dynamics.

1. The primary goal of the **Social Sciences** subject group is to foster the development of informed, active, and responsible citizens. It aims to provide students with knowledge about their native environment, help them understand their country's place within global historical and geographical processes, and nurture them as patriotic and humane individuals. Furthermore, teaching the subjects included in the Social Sciences group plays a crucial role in cultivating civic values among students.

Sciences

The **Natural Sciences** subject group includes the following mandatory subjects:

a)	Introduction to Sciences	(Grades VI, VII, VIII)
b)	Biology	(Grade IX)
c)	Introduction of Chemistry (Grade IX)	
d)	Chemistry (Grade X)	
e)	Introduction of Physics	(Grade X)
f)	Physics (Grade XI)	

The primary objective of teaching natural science subjects is to introduce students to the fundamentals of science and develop their research skills. This enables students to explore and understand the world, engage in various fields of public activity, and foster a sense of responsibility toward themselves, society, and the environment.

Technologies

The **Technologies** subject group includes the following mandatory courses:

- Computing (taught in Grades VI-VIII)
- Technology & Innovation (taught in Grades IX)

The aim of the Technologies subject group is to:

- Enhance students' media and digital literacy.
- Assist students in mastering technology specific to various fields.
- Develop the skills necessary to effectively use these technologies, both through integrated teaching with other subjects and as standalone courses.

History of Arts

History of Art is a semester-long course for Grades 9–10 that explores the major artistic movements, styles, and cultural influences that have shaped human creativity from antiquity to the present. Students examine Ancient, Medieval, Renaissance, Baroque, Modern, and Contemporary art through visual analysis, discussion, and research. The course develops cultural literacy, critical thinking, and an appreciation for diverse artistic traditions while helping students understand the historical and social contexts in which art is created.

Sports

The **Sports** subject group includes the mandatory course:

- **Physical Education and Sports** (taught in Grades VI-X).

The aim of teaching sports is to engage students in physical activities, thereby promoting their physical development. Additionally, one of the primary goals of the subject is to help students understand the importance of a healthy lifestyle in human life.

Students with special educational needs (SEN) (such as those using wheelchairs, with developmental delays, or with visual or hearing impairments) participate in sports lessons and competitions based on individualized educational plans specifically designed for them.

Elective Subjects

The main goal of teaching elective subjects is to broaden students' horizons and enrich their experiences. By selecting several subjects based on their interests, students can explore various educational fields, gain better insight into their inclinations, and shape a clearer vision for their future career paths.

When teaching elective subjects, classes may include students from different grade levels within the middle school tier.

List of elective subjects for the 2026-2027 academic year:

N	Subject Name	Number of Semesters	Grade(s)
1	AP Microeconomics	2	X
2	AP Macroeconomics	2	X
3	AP European History	2	X
4	AP Calculus AB	2	XI/XII
5	AP Calculus BC	2	XII
6	AP Psychology	2	XI
7	AP World History	2	XII
8	AP Seminar	2	XI
9	AP Research	2	XII
10	AP Biology	2	XI/XII
11	AP Physics 1 (Algebra based)	2	XII
12	AP 2D Art & Design	2	XI
13	AP 3D Art & Design	2	XII
14	AP Human Geography	2	X
15	AP Statistics	2	XII
16	AP Computer Science A	2	XII
17	AP Chemistry	2	XI/XII

Daily Bell Schedule (Grades 6-12)

Regular Schedule		
1	09:00 - 09:45	5
2	09:50 - 10:35	5
3	10:40 - 11:25	25
LUNCH 11:25 - 11:50		
4	11:50 - 12:35	5
5	12:40 - 13:25	5
6	13:30 - 14:15	15
7	14:30 - 15:15	5
8	15:20 - 16:05	5
9	16:10 - 16:55	

Daily Bell Special Schedule (Grades 6-12)

Wednesday Schedule		
1	09:00 - 09:45	5
2	09:50 - 10:35	5
3	10:40 - 11:25	25
LUNCH 11:25 - 11:50		
4	11:50 - 12:35	5
5	12:40 - 13:25	5
6	13:30 - 14:15	5
7	14:20-15:05	5
8	15:10-15:55	5
9	16:00-16:45	