



American School of Advanced Studies

CURRICULUM GUIDE

2026–2027

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Academic Year 2026 – 2027

01 Introduction

The curriculum of the American School of Advanced Studies derives from the mission of the European School. It is founded on the national goals of general education, the standards of the American educational programme, and the school curriculum - placing the student at its centre and orienting every element toward measurable growth and achievement.

What students graduate with. Students at ASAS follow a single integrated programme leading to two outcomes: an American high school diploma, awarded on the credit and grade requirements set out in this guide and strengthened by Advanced Placement coursework and the AP Capstone Diploma; and full satisfaction of the requirements of the Georgian national curriculum. Graduates therefore leave with a qualification recognized by universities worldwide, without forfeiting their standing at home.

The primary objective of the curriculum is to create an educational environment and resources aligned with the mission's goals, and to outline the methods and tools necessary for implementing the American programme and its standards. It also addresses teaching and learning objectives, focusing on developing the cross-cutting skills and values defined by the Georgian curriculum.

A fundamental principle of the curriculum is outcome orientation: what matters is not what a student can recall, but what they can do with what they know in a situation they have not seen before. Subject programmes therefore define both the objectives of each subject and the benchmarks against which that transfer is judged, in accordance with American standards. The programme promotes initiative, empathy, and a culture of respect and belonging, alongside a drive for the continuous enhancement of knowledge and skills.

The school curriculum is a mandatory document that includes:

- › The distribution of mandatory and elective subjects in the school's hourly schedule by grade level.
- › The allocation of hours for each subject.
- › The hourly schedule, textbooks, academic-year calendar, and summary examination 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 the mandatory activities for teachers' professional development (international conferences, webinars, professional retraining 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. Teachers undertake an annual programme of subject-specific training - College Board AP institutes, international conferences and webinars, and in-school sessions on curriculum mapping and assessment design - and are expected to bring that learning back into departmental practice.

The programme is designed to equip students to:

- › **Think critically about information** - evaluating its content, purpose, and quality, and distinguishing evidence from assertion.
- › **Reason independently and argue from evidence** - constructing a position, testing it against the strongest counter-argument, and revising it.
- › **Communicate with precision** - in writing and in speech, for academic and for public audiences, in more than one language.
- › **Create original work** - generating ideas, artefacts, and solutions of genuine value rather than reproducing existing ones.
- › **Direct their own learning** - setting goals, monitoring progress, seeking feedback, and changing approach when a strategy is not working.
- › **Work fluently and honestly with artificial intelligence** - understanding how such systems produce their output and why they produce confident errors; verifying independently;

- › **Collaborate across differences** - contributing to shared work with people whose perspectives, backgrounds, and methods differ from their own.

disclosing use; and treating them as instruments of thinking rather than substitutes for it.

- › **Act with integrity** - recognising the ethical dimension of decisions and the obligations of membership in a community.

02 Operational & Strategic Principles

The operation and strategic development of ASAS rest on six principles, ensuring a well-rounded and future-ready education for every student.

Purpose

Striving to create a better world through education and a whole-child development approach.

Rigour

Holding every student to standards that are demanding and attainable, and defining success by what they can do with what they know.

Respect & Belonging

Upholding the dignity of every member of the community, and building a school in which difference is understood rather than merely accommodated.

Inquiry

Cultivating curiosity, and the discipline to pursue a question further than required.

Partnership

Achieving goals through collaboration with families and with national and international educational communities.

Transparency

Ensuring all stakeholders receive full information about the learning process and can take part in it.

03 The ASAS Curriculum

- 3.1** The curriculum of 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 Principal of ASAS, teachers, and subject departments. The curriculum is approved by the CEO of the European School.
- 3.3** The curriculum must be finalised 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 mandatory and advanced-level subjects by grade with the hourly workload for each; additional educational services; and plans for school-wide educational activities.
- 3.5 Review and revision.** The curriculum is reviewed on an annual cycle. At the close of each academic year, subject departments evaluate their programmes against student attainment data, AP and MAP results, university placement outcomes, and teacher and student feedback, and submit proposed revisions to the Principal. A full review of the curriculum framework, its structure, sequence, and alignment to standards, is undertaken every three years, in step with the school's accreditation cycle. Evidence gathered through the Data Lab will contribute to the revision of the Curriculum.
- 3.6 Articulation across the grades.** The programme is designed as a single seven-year sequence rather than seven separate years. Departments map each course to the one preceding and the one following it, so that the skills introduced in Grade VI, evidence, argument, and independent research, are revisited at increasing levels of demand until they are assessed at university level in AP coursework and in the Junior and Senior Projects. Departments meet vertically at least once each semester to confirm that this progression holds in practice.

04 Teaching & Learning Environment

4.1 School Culture

A school's culture is formed less by what it professes than by what it practises daily. At ASAS three expectations define it: that every student is known: by name, by strength, and by need, across the school; that

disagreement is conducted with evidence and courtesy; and that effort is visible and valued alongside attainment.

That culture is built through shared work rather than through announcement. Sports, artistic programmes, clubs, student leadership, and school-wide projects bring students, teachers, and families into the same endeavour, and are treated as part of the educational programme rather than as additions to it.

4.2 Grade Range & Language of Instruction

- › ASAS encompasses Grades **VI through XII**.
- › The language of instruction is **English**; **Georgian Language and Literature** is taught in Georgian.

4.3 Academic Year Calendar

- › The academic year is divided into two semesters, separated by the winter break.
- › Start and end dates, and the timing and duration of vacations, are determined by state legislation. For Grades VI–XII, the academic year consists of **37 weeks** of instruction.

4.4 The School Day & Class Organisation

Lesson duration

- › Each lesson lasts **45 minutes**.
- › Under extreme conditions (freezing weather, extreme heat, pandemics), the school may temporarily adjust lesson lengths to minimise disruption.

Class sizes

- › Maximum in a general classroom: **15** students.
- › Second foreign-language groups may be smaller groups.
- › Students across classes in the same grade may be grouped by language-proficiency level.

Breaks between lessons

- › Scheduled at **5, 15, and 25 minutes**.

AP (Advanced Placement) classes

- › AP courses are elective; class size ranges from **3 to 15**.

4.5 Homeroom Teacher / Counselor

At the beginning of each academic year, every class is assigned a homeroom teacher /Counselor to ensure the effective implementation of the educational and developmental process. Their primary goals are to:

- › Support students in achieving the goals of general education.
- › Foster students' intellectual and physical development.
- › Monitor students' academic progress and absences; escalate issues as need be.
- › Maintain contact with the families.
- › Accompany students in extra curricular activities.
- › Assist the ASAS administration in monitoring school processes, as assigned to them.

The homeroom teacher's work is grounded in holistic education — fostering creativity, encouraging active participation, and promoting collaboration. They are also responsible for identifying students' personal psycho-emotional needs and promptly informing the administration and psychologist so these can be addressed effectively.

4.6 Subject Departments

The European School operates seven subject-specific departments. ASAS collaborates closely with them to coordinate teaching processes; share experience and best practice; identify factors for success and solutions to challenges; select appropriate educational resources; support teachers' professional development; and develop recommendations for implementing modern teaching methodologies.

05 Educational Resources

5.1 Management of Educational Resources

Diverse educational resources are essential to teaching and learning. The school ensures access to its library, computer lab, and other facilities for all students and teachers, and introduces students to the rules for using them. Resources include: school textbooks; supplementary literature; educational electronic resources; visual aids (maps, posters, models); the library; and laboratories.

5.2 Textbooks & Digital Resources

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

Digital learning. Students and teachers access global academic resources such as **JSTOR**,

Supplementary materials. Teachers may use additional materials, subject to approval by the ASAS Principal and department head.

Language. Instruction is in English, using English-language textbooks based on Common Core and Next Generation standards.

Britannica, and Learning A-Z. The school's Digital Transformation Team continuously identifies and implements innovative tools, and through official school accounts users gain secure access to current platforms and collaborative technologies. Artificial-intelligence tools are adopted only where they are age-appropriate, protect student data, and demonstrably support learning, and their use is governed by Section 7.6.

Access. Individual user accounts enable access both on campus and remotely.

Library & textbook updates. Each year the library's collection (electronic and printed) is updated based on the needs and requests of teachers and students, and a detailed list of textbooks is prepared by grade/level and subject.

5.3 Academic Advising & University Counselling

Course selection at ASAS is an advised decision rather than an administrative one. From Grade IX each student reviews their programme with their teachers and the ASAS administration, so that subject choices, AP entry, and overall workload are matched to the student's strengths, interests, and intended destination. As they progress in the process, European School's Counselling Office provides advice to each student on their tertiary education enrollment and supports them in the process.

The school's standard is that no student should reach Grade XII with a subject profile that has closed a door they wanted open.

5.4 Extracurricular Activities & Excursions

Extracurricular activities. Intellectual and educational clubs; creative and artistic expression; sports and enrichment; participation in international conferences, academic forums, and interdisciplinary events; and active involvement in assemblies, leadership initiatives, and community events that promote communication, public speaking, and student voice.

Educational excursions. General and thematic excursions within Georgia and abroad connect classroom learning with real-world experience; foster social, creative, and collaboration skills; promote global citizenship and cultural awareness; and encourage curiosity, critical thinking, and experiential learning. All excursions are conducted in full compliance with the school's Excursion Policy, ensuring the safety, educational value, and well-being of participants.

5.5 Hourly Grid

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

5.6 Inclusive Education

The school's Policy on Inclusive Education defines the approach to working with students with **special educational needs (SEN)**: developing individualised educational plans (IEPs) based on the National Curriculum as needed, and ensuring all students receive appropriate support to thrive academically and socially.

06 Academic Assessment Policy

Assessment at ASAS exists first to improve learning, and only then to report it. Its purpose is to give students and teachers accurate, timely information about what has been understood and what has not, so that teaching can be adjusted and effort directed where it will matter most.

Grades describe performance at a point in time, not a fixed ability. Every student is expected to reach a demanding standard; assessment identifies the support each student needs in order to reach it, and the evidence it produces is used to refine teaching as much as to evaluate students.

Assessment components

- › Participation
- › Classroom activities
- › Quizzes
- › Homework tests

- › Homework
- › Presentations
- › Projects
- › Essays
- › Unit tests
- › Final essays
- › Midterm & final exams
- › Laboratory work
- › Journal keeping

Evaluation Framework

The school has approved a grading system based on the principles of the American education system, with clear guidelines for calculating grades and recognising achievement. Two types of assessment are used: **formative** (focused on the learning process) and **summative** (focused on learning outcomes).

Grading formula. Components of the final course grade vary by subject. The final grade is expressed as 100%, with each component contributing a proportional percentage defined in the syllabus. For all subjects, the maximum score for an individual assessment is 10 points, equivalent to 100% achievement; scores are converted proportionally and incorporated into the final grade per the subject-specific formula and grading scale.

Special Grade Designations

I — Incomplete. Assigned when a required assessment has not been completed. Students must complete the missing work within 10 school days of the date assigned, or upon returning from an approved absence. If not completed in time without an approved extension, the Incomplete converts to 0 (zero) and is included in the final grade.

E — Excused. Assigned when a student is officially excused due to **documented circumstances** – a verified medical condition with a physician's certificate; participation in officially approved educational, academic, athletic, artistic, or career-development activities representing the school or another recognised institution; or other exceptional circumstances approved by the Principal. Excused items do not negatively affect the grade and are managed under the school's assessment and make-up policies.

Assessment Scale

% OF 100	LETTER	4.0 SCALE		% OF 100	LETTER	4.0 SCALE
93–100	A	4.0		73–76.99	C	2.0
90–92.99	A-	3.7		70–72.99	C-	1.7
87–89.99	B+	3.3		67–69.99	D+	1.3
83–86.99	B	3.0		63–66.99	D	1.0
80–82.99	B-	2.7		60–62.99	D-	0.7
77–79.99	C+	2.3				

Assessment Definitions by Subject

Differentiated (alphabetic). Grades A–F evaluate academic performance and are factored into the GPA.

Non-differentiated (Pass/Fail). Indicates successful completion or failure; **not** included in GPA. **In order to pass, students are required to turn-in class assignments.**

- › **Physical Education** is assessed Pass/Fail.
- › For foreign students and/or students with limited proficiency in Georgian, **Georgian Language and Literature** is also assessed Pass/Fail.
- › **Self- and peer-assessment** are used periodically during lessons, especially for presentations.
- › **Internal assessments** — midterm and final exams each semester are analysed by teachers and the Principal; assessment issues are discussed at subject-teacher meetings, and improvement mechanisms are planned and implemented.

Reporting to Families

Attainment is reported through the electronic gradebook, which families may consult at any time; through written reports at the close of each semester; and at parent–teacher conferences. Where a student's performance changes materially, the school contacts the family at the time rather than waiting for the next reporting date.

07 Core Methodological Orientations

7.1 Student-Centred Approach

Individual differences. Every student is unique in physical and psychological traits, talents, interests, experience, needs, and learning styles — all considered in teaching and learning.

Positive environment. Learning takes place in a structured, positive setting of respectful relationships, where students feel valued and responsible for their own development.

Active engagement. Learning is a process of knowledge construction: students participate actively, building on existing knowledge, experience, and perspectives.

7.2 Ensuring Equality in Teaching & Learning

To provide equal opportunities for development, the school employs a diversity of methods, approaches, strategies, problem-solving techniques, and activities. Special emphasis is placed on dignity, fairness, mutual respect, active listening, and the recognition of others' perspectives. Teachers lead by example, demonstrating fairness and mutual respect with students and colleagues, thereby instilling these principles in their learners.

7.3 Increasing Student Motivation

Motivation increases when students perceive that the teacher's priority is to support their progress, and decreases when they feel the focus is on judgement. It also grows when students understand the purpose of an assignment; teachers therefore communicate objectives clearly and connect school activities with real life.

Recognising achievement. Students receive a special diploma for successfully completing the MAP exams. Passing three AP exams earns the **AP Scholar Diploma** (signed by the College Board President); four exams, the **AP Scholar Honor Diploma**; and top scores in five or more, the prestigious **AP Scholar with Distinction Diploma**.

7.4 Discipline

The school cultivates students' ability to understand their responsibilities and adhere to societal norms. A calm, productive environment is fostered through the teacher's example and the student's sense of belonging. Administrative measures must never violate students' dignity or rights; discipline is guided by the **School Regulations**, the **Student Code of Conduct**, and the **Disciplinary Committee Statutes**, to which every student is introduced upon enrolment.

7.5 Student Engagement

Learning requires active participation – students engaging in their own learning and contributing to their peers'. Through group work, projects, and presentations, students help one another understand concepts, acquire skills, and form attitudes. Ensuring attendance is therefore a key priority: absences are recorded in the electronic journal, and the class advisor maintains daily attendance records.

7.6 Academic Integrity & Artificial Intelligence

ASAS treats artificial intelligence as a capability to be taught rather than a threat to be policed. Students will enter universities and workplaces in which these tools are ordinary; the school's responsibility is to ensure they use them fluently, transparently, and with a clear understanding of their limits.

Permitted use and disclosure. AI tools may be used in the course of learning where the teacher has permitted it, and their use must be disclosed. Work submitted for assessment must represent the student's own thinking, and students remain accountable for every claim, citation, and calculation they submit.

Critical literacy. Students are taught how these systems generate output, why they produce confident errors, how bias enters training data, and how to

Assessment design. Teachers design assessment so that it evidences the student's own reasoning: through in-class writing, oral defence, drafts and process work, and questioning on submitted projects, particularly in the Junior and Senior Research Projects.

Teacher practice. Teachers may use AI to support planning, differentiation, and the design of feedback, under the same standards of disclosure and

verify a claim independently. AI output is treated as a draft to be interrogated, never as a source to be trusted.

professional judgement expected of students. No summative grade is assigned by an automated system.

08 Mandatory & Elective Subjects

8.1 Principles of Subject Grouping

The curriculum organises subjects into nine thematic groups based on focus and competencies. Each group encompasses both mandatory and elective courses aligned with subject-specific competencies, bringing together disciplines with similar goals.

- | | |
|---------------------|---------------------------|
| › English Language | › Natural Sciences |
| › Mathematics | › Art |
| › Georgian Language | › Design and Technologies |
| › Foreign Languages | › Physical Education |
| › Social Sciences | |

Student choices, Grades X–XII. In the upper grades students define and develop their intellectual interests. Beyond mandatory courses, they may choose additional Advanced Placement (AP) subjects tailored to their academic and personal interests.

English Language & Literature

A mandatory subject area comprising two complementary courses: Academic Writing, offered in Grades VI–X, and English Language and Literature, offered across Grades VI–XII. Together, these courses build analytical reading, effective written communication, critical thinking, and literary analysis. In Grades XI–XII, students continue their study of English Language and Literature through a World Literature component, emphasising in-depth study, literary criticism, and independent analysis, and producing extended analytical essays that demonstrate advanced research, interpretation, argumentation, and academic writing in preparation for higher education. In discussion, students are expected to use appropriate vocabulary accurately and effectively.

Georgian Language

- › **Georgian Language and Literature** – the mandatory state-language course, taught VI–XII in full alignment with the National Curriculum of Georgia.
- › Develops communication skills (writing, reading, listening, speaking); cultivates aesthetic appreciation of literary works, logical and coherent expression, text creation, and respect for literary heritage.
- › A dedicated **Georgian as a Second Language and Cultural Studies** programme (VI–XII) supports non-native students in acquiring the skills and knowledge for effective communication in the state language and culture.

The mandatory course **Mathematics** is taught VI–XII, cultivating analytical, logical, systematic, and symbolic thinking together with research skills, and equipping students to solve practical, real-life problems effectively.

Students between grades VIII and XII will be requested to take placement test in mathematics at the beginning of the year to determine the group in which they will be enrolled. In grades IX and X, top quantile students will be enrolled in Honors Mathematics.

Foreign Languages

a) Spanish — Grades VI, VII, VIII a/b/c, IX a/b, X a/b/c, XI a/b/c, XII b.

b) Latin — Grades X a/b/c, XI a/b/c, XII a.

c) French — Grades VII, VIII b/c, IX a/b, X a/b/c, XI a/b.

Students select one foreign language. To earn full academic credit, they study the same language for a minimum of two consecutive academic years (four semesters), ensuring linguistic proficiency, cultural understanding, and continuity. As elsewhere, the focus is on practical application; standards are structured by language-proficiency level.

Social Sciences

a) World History (VI–X)

b) American History (XI)

d) Geography (VI–VIII)

e) Sociology (IX)

c) History of Georgia (XII)

f) Classics (VI–XII)

This group builds a comprehensive understanding of historical, cultural, and social contexts and fosters the critical thinking needed to grasp global and local dynamics. Its primary goal is to develop informed, active, responsible citizens – providing knowledge of the native environment, situating the country within global historical and geographical processes, and cultivating civic values.

Sciences (Natural Sciences)

a) Introduction to Sciences (VI–VIII)

d) Chemistry (X)

b) Biology (IX)

e) Introduction to Physics (X)

c) Introduction to Chemistry (IX)

f) Physics (XI)

The primary objective is to introduce students to the fundamentals of science and develop their research skills, enabling them to explore and understand the world, engage in diverse fields of public activity, and foster responsibility toward themselves, society, and the environment.

Technologies

Comprising **Computing** (VI–VIII) and **Technology & Innovation** (IX), this group enhances media and digital literacy, helps students master field-specific technology, and develops the skills to use it effectively, both integrated with other subjects and as standalone courses.

History of Arts

A semester-long course for Grades IX–X exploring the major artistic movements, styles, and cultural influences that have shaped human creativity from antiquity to the present – Ancient, Medieval, Renaissance, Baroque, Modern, and Contemporary – through visual analysis, discussion, and research. It develops cultural literacy, critical thinking, and appreciation for diverse artistic traditions.

Sports

Physical Education and Sports (VI–X) engages students in physical activity to promote development and an understanding of the importance of a healthy lifestyle. Students with special educational needs (SEN) participate in lessons and competitions based on individualised educational plans designed for them.

Elective Subjects

Elective subjects broaden students' horizons and enrich their experience. By selecting subjects based on interest, students explore diverse fields, gain insight into their inclinations, and shape a clearer vision for their future careers. Elective classes may include students from different grade levels within the middle-school tier.

Advanced Placement (AP) courses

- › Offered as electives for Grades X–XII.
- › Include university-level content.

AP Capstone Diploma

- › Available for Grades XI and XII.
- › Comprises four AP courses together with a two-year programme including **AP Seminar** and **AP Research**.

Classics at A-Level. ASAS also offers Classics at A-Level, giving students an internationally recognised qualification in the languages, literature, and history of the ancient world, and a distinctive point of differentiation in university applications.

Advanced Placement Electives — 2026–2027

#	SUBJECT	SEM.	GRADE	#	SUBJECT	SEM.	GRADE
1	AP Microeconomics	2	X	10	AP Biology	2	XI/XII
2	AP Macroeconomics	2	X	11	AP Physics 1 (Algebra-based)	2	XII
3	AP European History	2	XI	12	AP 2D Art & Design	2	XI
4	AP Calculus AB	2	XI/XII	13	AP 3D Art & Design	2	XII
5	AP Calculus BC	2	XII	14	AP Human Geography	2	X
6	AP Psychology	2	XI	15	AP Statistics	2	XII
7	AP World History	2	XII	16	AP Computer Science A	2	XII

#	SUBJECT	SEM.	GRADE	#	SUBJECT	SEM.	GRADE
8	AP Seminar	2	XI	17	AP Chemistry	2	XI-XII
9	AP Research	2	XII				

09 The Junior & Senior Research Projects

Every ASAS student completes two extended pieces of independent research: the Junior Project in Grade XI and the Senior Project in Grade XII. Each runs for a full academic year, each is on a topic of the student's own choosing, and each carries one credit toward the diploma.

These projects are the point at which the aims stated in this guide become demonstrable. A student must define a question worth asking, survey what is already known, gather and weigh evidence, sustain an argument over months rather than weeks, and defend it before an audience. No examination measures those capacities as well as a piece of work a student has owned from beginning to end.

Supervision. Each student works with a faculty supervisor across the year, meeting regularly to agree scope, review sources, and respond to feedback at draft stage. The programme is led by dedicated members of staff who coordinate topic approval, supervision, milestones, and presentation, and it is supervised and sponsored by the Principal.

Assessment. Projects are assessed against published criteria covering the research question and sources, the outline and draft, the final paper, and the public presentation. Each project is worth one credit.

Progression. The Junior Project establishes the method; the Senior Project demands greater independence, a more substantial evidence base, and a defence of the argument under questioning. Together with AP Seminar and AP Research they form a continuous research strand from Grade XI to graduation.

Why it matters. A year-long, self-directed enquiry is the closest experience a school can offer to undergraduate work, and it gives every graduate a substantial original piece of scholarship to discuss in interviews and applications.

10 Daily Bell Schedule

Grades VI–XII. Figures in the final column indicate the break, in minutes, following each period.

Regular Schedule

PERIOD	TIME	BREAK
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	—

Wednesday Schedule

PERIOD	TIME	BREAK
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	—

11 The Data Lab

ASAS maintains a dedicated data function - new initiative launched by the Principal: Data Lab that gathers and analyses institutional evidence to inform curriculum review, planning and continuous improvement.