



International Baccalaureate Programmes

School Curriculum

2024/2025 academic year

Tbilisi, 2024

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Introduction

The school curriculum of International Baccalaureate programmes (PYP, MYP, DP, and CP) derives from the mission of "European School" Ltd. and is based on national goals of general education and IB standards and requirements. The main task of the curriculum is to create the educational environment and resources to achieve the tasks set by the mission, as well as to set ways and means necessary for the implementation of international programmes and standards. The plan is focused on the development of the International Baccalaureate Learner Profile attributes. Orientation to the result implies not only remembering the information provided to the student but also transforming this information into solid, dynamic and functional knowledge.

1. The fundamental principle of the school curriculum is to focus on results, which means equipping students with practical knowledge and acquiring the skills to apply the knowledge gained in school. There is also a commitment to develop students' global and digital citizenship skills. The International Baccalaureate educational programmes promote the development of such qualities in students as activity, empathy and tolerance, striving for perfection of knowledge and skills. The school's program is focused on providing students with academic knowledge and, in addition,

- to develop in them the skills of adaptation in the modern world;
- critically approach the received information; to be able not only to acquire knowledge but also to evaluate it, according to its content, purpose and quality;
- to form the ability of independent logical thinking;
- develop the ability to make independent decisions and make the right choices.

2. International Baccalaureate programmes work and strategic development principles

The activity and strategic development of the International Baccalaureate is based on:

- Motivation - we try to create a better world through education;
- Tolerance - we respect the dignity, values and traditions of other people;
- Quality - we value high educational standards
- Reputation;
- Transparency - all interested parties receive maximum information about the educational process and have the opportunity to participate in it;
- Leadership - we strive for innovation in pedagogical activities and welcome the creative approach of students and teachers.

3. International Baccalaureate School Curriculum

3.1. The curriculum of the International Baccalaureate programmes is based on both national educational values and International Baccalaureate standards.

3.2. Heads of International Baccalaureate programmes, Programme Coordinators, and subject departments participate in the development of the school curriculum. The plan is approved by the Director of the European School.

3.3 The school curriculum is approved no later than three months before the beginning of the new academic year.

3.4 The school curriculum takes into account the requirements of the International Baccalaureate and the priorities of the school

- a) mandatory and standard subjects given in the curriculum according to classes and hourly workload for each subject;
- b) additional educational services;
- c) planned school-educational events.

4. Basic principles of learning and teaching

4.1. Four authorized International Baccalaureate (IB) programmes:

- Primary Years Programme (PYP) - Grades I-V;
- Middle Years Programme (MYP) – Grades VI-X;
- Diploma Programme (DP) - Grades XI-XII;
- Career-related Programme (CP) – Grades XI-XII.

4.1.1 The language of instruction in the International Baccalaureate is English. Georgian language and literature are taught in Georgian.

4.2. Academic year calendar

4.2.1. The academic year is divided into two semesters, it is divided into semesters by the winter holidays.

4.2.2. The dates of the beginning and end of the academic year and the time and duration of holidays are determined by the legislation of Georgia. During the academic year, the number of study weeks is 37 (and 33 for Grade XII as the final exams take place in April-May).

4.2.3. The academic week is five days long. The sixth day (Saturday) is used for club and circle work.

If necessary, teaching six days a week is allowed, if due to unforeseen reasons, the school day/days will be missed.

4.2.4. The duration of the lesson is 45 minutes. The exception is the first and second grades, where the duration of the lesson is 35 and 40 minutes, respectively. Exceptions apply during extreme conditions (frost, extreme heat, pandemic, etc.), when the school may change the duration of lessons for a short period of time to reduce the time of the learning process.

4.2.5. The break between lessons is 5, 10, 15, 25 minutes.

4.2.6. The maximum number of students in a class is 20; The number of students in second foreign languages is 8-10 students. One is possible within a grade, students in different grades are grouped according to their level of language proficiency.

4.3. The overall culture of the school

The school promotes the principles of mutual respect, equality, tolerance and partnership in order to form and develop a common school culture. School activities are aimed at creating a creative and collaborative environment for members of the school community. The school promotes and actively develops sports, artistic, club activities and school projects in which students of different classes, teachers and parents are involved.

4.4. Homeroom teachers

To conduct the educational process perfectly, every class (Grades VI-XII) is assigned a homeroom teacher at the beginning of the academic year. Their role is to help students achieve their academic goals, promote the development of mental and physical skills in students, and help students adopt a healthy lifestyle. Homeroom teachers are also the main point of contact for parents.

4.5. Subject departments

The European School has six departments created according to subject groups: Languages & literature, social sciences, sciences, mathematics, creative & performing arts, and innovative technologies.

International Baccalaureate programmes actively cooperate with the school's subject departments in the following matters:

- Coordinating teaching, sharing experience, determining prerequisites for success and searching for ways to solve problems,
- Selection of educational resources,
- Taking care of the professional development of teachers,
- Development of recommendations for the introduction of modern teaching-learning methodologies and approaches.

4.6: Curriculum Monitoring and Review Process

Annual Review Cycle:

- May: Department review meetings
- June: Program evaluation based on the previous year's data

- January: Mid-year review and adjustments
- April: Planning for next academic year
- June: End-of-year evaluation

Review Components:

1. Student Achievement Data
 - Academic performance metrics
 - IB exam results analysis
 - ATL skills development
 - Learner profile growth
2. Stakeholder Feedback
 - Student surveys
 - Parent feedback
 - Teacher reflections
3. External Influences Analysis
 - Educational research trends
 - Global educational developments
 - Local context considerations
 - Technology advancement impacts
4. Implementation Documentation
 - Program modifications
 - Resource allocation
 - Professional development alignment
 - Success metrics

5. Educational resources

5.1 Management of educational resources

In the learning process, it is necessary to use diverse educational resources for both teachers and students.

International Baccalaureate programmes provide access to educational resources (library, computer laboratory, etc.) for students and teachers.

The programmes inform students about the appropriate rules for using various educational resources available in the school.

Types of educational resources are:

- a) school textbooks;
- b) supporting literature;
- c) educational electronic resources;

d) various types of visual aids (maps, posters, models, etc.);

e) library;

f) laboratories.

5.2 Teaching resources

5.2.1 Textbooks are selected by subject departments in collaboration with Heads of Programmes and Programme Coordinators;

5.2.2 The teacher has the right, in the form of auxiliary (additional) material during teaching, to use any educational material agreed with the Heads of the departments in collaboration with Heads of Programmes and Programme Coordinators.

5.2.3 To promote digital learning and the use of technologies, European School students and teachers have access to electronic databases and various educational online platforms (JSTOR, Britannica, Turnitin, Learning A-Z, Scholastic Learning Zone, Reading A-Z, Twinkl, Generation Genius, InThinking, Active History, Holt McDougal, Twinkl, etc.).

Students and teachers have individual user accounts that allow them to access these resources outside of school.

5.2.4 Every academic year, taking into account the requests of teachers and students, the book fund (electronic/print) of the library is updated.

5.3 Additional educational and educational services

5.3.1 The school offers students educational and educational services not foreseen by the curriculum.

Additional educational services provide above-standard teaching in the following subjects as mandatory subjects:

a) English language enhanced teaching program (Grades I-XII),

b) Russian language teaching (Grades II - XII grades),

c) German/French/Spanish language teaching (Grades V – XII),

5.3.2 The school offers additional educational services to students, such as an extended regime; Participation in various intellectual and cognitive clubs, a way to engage in creative activities, sports activities, etc.

5.4. Hourly grid of International Baccalaureate programmes

The hourly grids of International Baccalaureate programmes (PYP, MYP, DP, and CP) indicate compulsory and optional subjects and the weekly number of hours.

5.5 Inclusive Education

The school has developed a regulation of inclusive education, which determines the existence of students with special educational needs (SEN) in case, the direction of work with them. Based on the national curriculum, an individual curriculum has been developed for students with special educational needs, if necessary.

6. Academic assessment structure

The goal of the IB programmes' student evaluation system is to manage the quality of teaching and learning, promote student learning, and provide quick feedback on the learning process to students, parents, teachers, and administration.

Assessment is intended to guide planning and instruction. In each programme, there are differences in the assessment process to meet the needs of students of specific ages, developmental stages, and the requirements of the world's top educational institutions. However, to ensure continuity and unity, a set of common evaluation principles for all three programs has been developed.

These principles have been adopted by the European School to meet our needs. Assessment practices are consistent with the PYP, MYP, DP, and CP assessment philosophy.

7: Curriculum Development and Enhancement

7.1 Data-Driven Decision Making

- Student performance analysis
- Program effectiveness measures
- External assessment results
- Stakeholder feedback integration

7.2 Review Documentation

- Standardized review forms
- Evidence collection procedures
- Implementation tracking
- Progress monitoring tools

7.3 External Influence Integration

- Educational research application
- Global trends adaptation
- Local context consideration
- Technology integration planning

7.4 Action Planning

- Clear implementation timelines
- Resource allocation procedures
- Professional development planning
- Progress monitoring systems

Primary Years Programme Assessment (PYP)

The Primary Years Programme (PYP) is an inquiry-based curriculum framework for students aged 3-12 that focuses on the development of the whole child both in school and beyond. The curriculum is organized around six transdisciplinary themes: Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, and Sharing the Planet. These themes provide a framework for exploring significant knowledge that transcends traditional subject boundaries.

The programme integrates subject areas including language, mathematics, science, social studies, arts, and physical education through units of inquiry. Learning is concept-driven, emphasizing enduring understandings rather than isolated facts. Students develop approaches to learning (ATL) skills across five categories: thinking, communication, social, self-management, and research. At the heart of the program is the IB Learner Profile. The programme culminates in the Grade 5 exhibition, where students demonstrate their understanding and skills through an extended, collaborative inquiry project.

The PYP assessment framework at European School integrates ongoing evaluation with daily teaching and learning, emphasizing student growth through multiple assessment strategies.

The system employs pre-assessment to gauge prior knowledge, formative assessment for continuous monitoring, and summative assessment to demonstrate understanding in authentic contexts. Assessment strategies include systematic observations, process-focused assessments, selected responses, open-ended tasks, and student portfolios maintained through ManageBac.

Teachers utilize various assessment tools including rubrics, task sheets, checklists, benchmarks, and anecdotal notes to document student progress. The framework provides comprehensive support for students with Special Educational Needs (SEN) through targeted accommodations

documented in Individual Learning Plans (ILPs), while English as Additional Language (EAL) learners receive modified assessment approaches with detailed descriptive feedback focusing on both conceptual understanding and language development.

Regular reporting to parents occurs through weekly and bi-monthly updates, parent-teacher conferences, and semester reports, ensuring transparent communication about student progress.

The Grade 5 exhibition serves as the culmination of the PYP journey, allowing students to demonstrate their understanding through transdisciplinary inquiry. Student attendance is carefully monitored through ManageBac, with modifications for students whose attendance falls below 70% and homeschooling options available for extended medical treatment.

The programme recognizes student achievements through various means including Student Council membership, certificates, competition participation, portfolio celebrations, and Learner Profile recognition.

Data analysis is conducted regularly through collaborative teacher meetings to inform instruction and ensure program effectiveness.

For Grade 5 students, the programme culminates in a graduation ceremony that celebrates their PYP journey and achievements.

Throughout all aspects, the assessment system maintains alignment with IB philosophy while supporting each student's individual growth and development through regular feedback, clear communication, and meaningful recognition of achievements.

Middle Years Programme Assessment (MYP)

The MYP (Middle Years Programme) curriculum is a comprehensive educational framework for students aged 11-16 (grades 6-10) that emphasizes intellectual challenge and connections between studies and the real world. It consists of eight subject groups: Language & Literature, Language Acquisition, Individuals & Societies, Sciences, Mathematics, Arts, Physical & Health Education, and Design. The curriculum features interdisciplinary learning and is organized around key concepts that promote deep understanding across subjects.

The IB Learner Profile together with the Approaches to Learning (ATL) skills - communication, social, self-management, research, and thinking skills are central to MYP students' development. Students engage in service as action, applying learning to community needs. In the final year,

students complete a Personal Project demonstrating their ability to manage complex, extended work independently.

The MYP assessment framework at European School integrates criterion-based assessment with comprehensive student support and growth monitoring.

Each subject group uses four assessment criteria (A-D) with maximum achievement levels of 8, assessed through diverse strategies including observation, performance tasks, process-focused activities, selected responses, open-ended assignments, and portfolios.

Teachers must summatively assess each criterion at least once per semester and twice annually, providing regular feedback through ManageBac for both formative and summative assessments. The system emphasizes transparent communication with stakeholders, maintaining strict deadlines while offering accommodations for special circumstances.

Student attendance is carefully monitored through ManageBac, with modifications for students whose attendance falls below 70% and homeschooling options available for extended medical treatment.

Students with SEN receive tailored accommodations that focus on how they demonstrate learning rather than changing assessment standards, while EAL students are initially assessed through detailed teacher comments until reaching required English proficiency levels.

Internal standardization ensures consistency through a three-tier process: criteria application standardization during unit planning, achievement level standardization through peer review of student work, and final standardization before semester grades are awarded. The reporting system includes 1st semester and year-end reports using a 1-7 grade scale, with clear grade boundaries and descriptors prescribed by IB.

The programme culminates in a Grade 10 Graduate Portfolio, providing a comprehensive overview of student achievement through predicted grades, Personal Project and, Service as Action completions, and teacher recommendations. This portfolio serves as a key document for progression decisions into various academic pathways including IB DP, CP, American School of Advanced Studies, or Georgian Program.

Throughout all aspects, the assessment system prioritizes holistic development, meaningful feedback, and clear communication while maintaining alignment with IB philosophy and standards. The framework emphasizes both the process and product of learning, encouraging critical and creative thinking through real-world contexts while supporting interdisciplinary connections and skill transfer across subjects.

Regular data analysis through placement tests, baseline assessments, and grade analysis informs instructional planning and student support strategies, ensuring continuous improvement and maintenance of high academic standards.

International Baccalaureate Diploma Programme Assessment (DP)

The International Baccalaureate Diploma Programme (IB DP) is a pre-university program designed for students aged 16-19, providing an academic challenge for its participants. Upon completion of the full course, students are awarded a diploma that is globally recognized and serves as an authoritative document confirming their education.

Programme Structure

The Diploma Programme consists of six subject groups and the core of the programme. The core includes three compulsory components:

- Extended Essay
- Theory of Knowledge (TOK)
- Creativity, Activity, and Service (CAS)

DP Course description offered at ES

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6
English Literature (SL/HL)	English B (SL/HL)	Business Management (SL/HL)	Biology (SL/HL)	Mathematics: Applications and interpretation (SL/HL)	Visual Arts (SL/HL)
	Spanish ab initio (SL)	Economics (SL/HL)	Chemistry (SL/HL)	Mathematics: Analysis and /HLApproaches (SL)	
Russian Literature (SL/HL)		History (SL/HL)	Computer Science (SL/HL)		
		Psychology (SL/HL)	Physics (SL/HL)		
School-supported self-taught (SL)		Environmental Systems and	Environmental Systems and		

** For students for whom English is not their first language, a school supported self-taught option is available (at SL only). In this instance, the student engages a tutor to meet the requirements of this part of the diploma for their mother tongue. Students without a proven qualification tutor are strongly recommended not to choose the option.*

Content of the IB Diploma Programme
Candidates for the IB Diploma must satisfy assessment requirements in six subjects and the core, each studied over a period of two years.

- The six subjects must be selected from six groups as prescribed by the IB for the appropriate examination session.

- At least three and not more than four subjects must be offered at Higher Level, with the remaining subjects at Standard Level.

In addition to the six subjects, candidates for the IB Diploma must:

- Take a course in Theory of Knowledge (TOK) and complete the required assessment.
- Complete an approved programme of extracurricular activities known as CAS.

All students must be registered by the school's DP coordinator for each intended examination session and must take the requisite courses and examinations within the school. Registrations and payment of fees must be made by the relevant deadlines.

The following categories of registration are available:

- Diploma: Candidates intending to complete the requirements for the award of an IB Diploma.
- Retake: Diploma candidates who are seeking to improve their results. The highest grade obtained for a subject will contribute towards the IB Diploma.

Assessment

Examiners are appointed by the IB to assess candidates' work in Diploma Programme examinations and other forms of external assessment using common mark schemes. Most courses also require additional work, which is internally assessed and externally moderated. (All components must be submitted for assessment to receive a grade for a course.)

Grades

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in Theory of Knowledge and the Extended Essay is graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in Theory of Knowledge and the Extended Essay. The maximum total DP points score is 45.

- Higher-level subjects are taught over 240 hours.
- Standard-level subjects are taught over 150 hours.

IB Diploma Requirements

All assessment components for each of the six subjects and the additional diploma requirements must be completed in order to qualify for the award of the IB Diploma. The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met.
- The candidate's total points are 24 or more.

- There is no “N” awarded for Theory of Knowledge, the Extended Essay, or for a contributing subject.
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay.
- There is no grade 1 awarded in any subject/level.
- No more than two grade 2s are awarded (HL or SL).
- No more than three grades of 3 or below are awarded (HL or SL).
- The candidate has gained 12 points or more in HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more in SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The sessions need not be consecutive.

Diploma

Candidates

Successful IB Diploma candidates will receive an IB Diploma and a document entitled “Diploma Programme (DP) Results” listing the total IB Diploma points score, subject grades, confirmation of the completion of all CAS requirements, and any points awarded for the combination of Theory of Knowledge and the Extended Essay.

An IB Diploma candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in Theory of Knowledge and the Extended Essay, and confirmation of the completion of all CAS requirements, as appropriate.

Subjects Offered at the European School

At the European School, students have the opportunity to choose from 17 subjects across six groups.

Language and Literature Course:

- Georgian Literature
- English Literature
- Russian Literature
- **Self-Study Course** (if the subject is not offered in the student’s native language): The student familiarizes themselves with the subject requirements and studies the subject independently. The school is obligated to assign a qualified specialist to guide the student and introduce the International Baccalaureate Diploma Programme’s requirements for that subject.

Foreign Language:

- English Language
- Spanish Language (for beginners)

Individuals and Societies:

- Business Management
- Economics
- History
- Psychology
- Environmental Systems and Societies

Science:

- Biology
- Computer Science
- Chemistry
- Physics
- Environmental Systems and Societies

Mathematics:

- Mathematics: Applications and Interpretation
- Mathematics: Analysis and Approaches

Arts:

- Visual Arts

Programme Inclusivity

The International Baccalaureate Diploma Program is based on the principles of full equality for all students, achieved through the use of differentiated teaching methods.

Career-related Programme Assessment (CP)

The International Baccalaureate Career-related Programme (IBCP) is a pre-university programme designed for students aged 16-19, providing an academic challenge for its participants. Upon completion of the full course, students are awarded a certificate that is recognized in many countries around the world as a valid educational credential. The programme is aimed at students who have already identified their future university or career path. In addition to academic knowledge, it helps students develop practical, professional skills and provides insight into the real conditions of professional fields. Its goal is to develop an ethical approach to professional aspects for students.

Programme Structure

The Career-related Programme consists of one main career-related subject, at least two subjects from the Diploma Programme curriculum, foreign language skills development, personal and professional skills training, and a main research project (Reflective Project). Apart from the academic part, students are required to implement a project based on community interests, which will contribute to their personal development (Service Learning). The students' timetable includes the following components:

1. Main Career-related Studies (CRS, BTEC Pearson)
2. At least two subjects from the Diploma Programme curriculum
3. Personal and Professional Skills Lessons (PPS)
4. Foreign Language Learning Skills Lessons (Language Development)
5. Reflective Project (related to the CRS)
6. Service Learning

Students must dedicate time outside of class to community engagement (Service Learning). To complete the final project, students begin research with the guidance of a personal mentor and largely carry it out independently. The format of the research can be text-based or combined (film, interview, installation).

Assessment in the Career-related Programme

The International Baccalaureate assessment system is based on the use of criteria and corresponding rubrics. The Career-related Programme assesses students similarly, comparing their work across subjects for evaluation purposes. Subjects are graded on a seven-point scale, with the maximum score being '7' and the minimum being '1'. Students must achieve at least a score of 3 in the Diploma Programme subjects and must receive a positive grade in all components of the Career-related Programme.

Throughout the course, teachers use various formats for formative and summative assessments: written assignments, oral questioning, essays, tests, quick tests, presentations, and exams. At the end of each semester, summative tests and exams are held. In the second semester of the 12th grade, students undergo a mock final exam session.

BTEC Pearson (Business Technology and Education Council, since 1984) **and Career-related Studies**

Grading for units and qualifications

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills.

Learners who achieve a qualification will have achieved across mandatory units, including synoptic assessment, where applicable. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D*, or PP to D*D*, or PPP to D*D*D*.

GRADING SYSTEM FOR PSAs and Assessments Grading Criteria

GRADE	Unit size
U	0
PASS	6
MERIT	10
DISTINCTION	16

6 summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria.
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria.

- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.
- Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'

BTEC assignments must be submitted on time as the Lead Internal Verifier can only approve re-submissions on work which has met all the submission criteria.

Students who do not meet the initial deadline will not be allowed to "re-submit" if their work is not of a passing standard

Programme Inclusivity

The International Baccalaureate Career-related Programme is based on the principles of full equality for all students, achieved through the use of differentiated teaching methods.