

The Order No.123 /N of the Minister of Education and Science of Georgia

August 2, 2017 Tbilisi city

Enclosure

National Curriculum

Section I – Organization of Administrative and Conceptual Issues of study-teaching processes

Chapter I. Structure of the National Curriculum and Levels of General Education

" In the process of studying the most important thing is to develop a pupils' forces towards the defined direction, but not the knowledge itself with a specific habit or specific content, acquired in the result of the very process."

Dimitri Uznadze

Article 1. Introduction

1. The National Curriculum is based on "about the assertion of National Purposes for General Education "approved by the Resolution No.84 of the Government of Georgia, dated 18 October 2004 (hereinafter - National Goals of General Education), which determines what kind of generations should be supported by the Educational system of Georgia.
2. National Curriculum is one of the main means of achieving National Goals of General Education.
3. The National Curriculum will be elaborated by the National Curriculum Department of the Ministry of Education and Science of Georgia (hereinafter the Ministry).
4. National Curriculum is a compulsory document for the General Educational Institutions (hereinafter - the school), that includes the distribution of hours for all levels of general education, organizing terms and recommendations of the educational environment. Students' working hours, the list of achievements (skills and knowledge) a student should master, when the level of studying is over, and the description of the means of mastering the very skills and knowledge.

Article 2. Structure of the National Curriculum

1. The National Curriculum consists of three sections:
2. The first section includes the administrative and conceptual issues of organizing the study-teaching process in schools: General levels of education, their mission and goals; Languages of education and linguistic education; Educational Principles of the National Curriculum; Methodical

orientations; School calendar at school; Quantity of students in the public school class; School common culture; The duties of the tutor; Subject chairs in public school; School curriculum; Educational resources; students' assessment; Exam types; Recognition of academic achievement of students; Skipping classes; Teaching at home; Inclusive education; Compulsory and elective subjects; Timetable.

3. The second section includes the general characterization of subjective curriculum; objectives and tasks of teaching the subject; organization of subject teaching; subject standards according to the levels; subject standard:

A) Incorporates three components of study-teaching: results, content, assessment;

B) determines the compulsory requirements (the obtainable results at the end of the level) and represents the landmark to which the education process should be conducted;

C) Organized as follows:

C a) Primary level - standard of I-IV classes and standard of V-VI classes;

C b) Lower Secondary level - standard of VII-IX classes;

Cc) Upper Secondary level - X-XII standard classes.

4. The third section presents the subjective programs of subjective curriculum (hereinafter - subjective programs) according to the classes. The subjective program determines what a student should be able to learn and how to achieve the results of the subject standard; Subject programs include one or two academic years;

5. The subjective curriculum of some subjects is presented only as a subjective standard;

6. The school has a possibility to implement the subject standard requirements according to its subjective program. In such a case, the subjective program worked out by the school itself must be in compliance with the relevant subjective standards. It is permissible to develop subjective programs different from the National Curriculum either in all subjects or in any of them. For approving the subjective program the Public school (unlike the private school) is obliged to present it to the Ministry and provide students with the corresponding additional educational resources, if necessary.

Article 3. General Education Levels

1. Full General Education involves three levels and is prolonged for twelve years.

2. The levels of the full General Education are in the following:

A) Primary Education- I-VI classes;

B) Lower Secondary Education - VII-IX classes;

C) Upper Secondary Education - X-XII classes.

Note: The compliance of the General Education Levels of Georgia with the documents of the International Standard Classification of Education (ISCED) is as follows:

Primary Education (ISCED level 1),

Lower Secondary Education (ISCED level 2),

Upper Secondary Education (ISCED level 3).

3. Primary and Lower Secondary Education is compulsory.

4. The acceptance of the full General Education implies to overcome the level of achievements of the abovementioned levels altogether established according to the National Curriculum; passing the school graduate examinations successfully and confirmation the result of it with an appropriate document by the State.

Chapter II. Learning-Teaching Objectives and Educational Principles

Article 4. The mission of the Primary Level

The mission of the Primary Level is in the following:

A) Sequential Study-teaching of the subjects promotes mental, physical, emotional and social development of a student;

B) Facilitation of the development of the basic skills - literacy and quantitative literacy;

C) Formation of a positive attitude towards school environment and study; Over-growing curiosity into study-loving and preparing pupils for the Lower Secondary level.

Article 5. The mission of the Lower Secondary Level is in the following:

The mission of the Lower Secondary Level is to develop solid, dynamic and functional knowledge on the basis of study-teaching; besides that, reveal the students' interests and inclinations; develop a student's capacity for work and learning skills independently; promote the formation of an active citizen and make the foundations for continuing studying on the next educational level or for labor activity.

Article 6. Mission of the Upper Secondary Level

The mission of the Upper Secondary Level is:

A) Developing systemic knowledge by thorough teaching of subjects;

B) Formation of an intellectual, seeker, new creator, literate, informed and responsible citizen, who is able to make decisions independently, use his own achievements for creating new material, intellectual or spiritual values.

Article 7. Goals and purposes of study-teaching of the General Education

Goals and purposes of study-teaching of the General Education are to develop in a student:

- A) Ability to appreciate and care for cultural heritage;
- B) Capacity of realization and interpretation of modern reality in a section of the spatial time;
- C) Capacity of understanding and appreciation of linguistic and cultural diversity; Ability to communicate successfully with the representatives/groups of his own culture and the ones of different culture;
- D) The skills of healthy life;
- E) Ability to use the language as a means of cognition, thinking, self-expression and communication;
- F) Ability to express information with different symbolic signs;
- G) Skills of a critical and creative thinking, problem solving and research;
- H) Skills of logical thinking and argumentative discussion;
- I) Ability of aesthetic perception of the universe;
- J) Ability to make a choice based on its own capabilities and interests; Ability to make independent decisions and implementation of own ideas;
- K) Ability to make professional choices and career;
- L) Skills of dealing with environmental problems by awareness of risks;
- M) Ability to adapt to new situations and variable requirements; Ability to self-affirmation in society;
- N) Ability to comprehend a responsibility for own social activities, as well as to understand and consider the actions of others; Ability to protect ethical norms;
- O) Ability to manage conflicts with non-violent methods;
- J) Ability to select adequately studying strategies and utilize them effectually;
- Q) Skills of searching, working out, storing, sharing and analyzing information using modern technologies.

Article 8. Languages of Education and Linguistic Education

1. A language plays a unique role in school education - it is considered to be a basic means to understand and master the content of the subjects. Thus, maintenance of high-grade and accessible education implies an assistance of linguistic education.

2. Educational Languages include:

A) Study-Teaching Language. It is a main key, with help of which the school subjects are taught and learned;

B) The Language of a certain subject, with help of which the content of the very subject is taught. The language of the subject is variety of study-teaching language, which is characterized by the specific language norms;

C) The Language as a subject, which is aimed for teaching itself. Within the National Curriculum, such subjects are the Georgian language and literature; the Georgian language as a second language, the Abkhazian language and literature, foreign languages, including the ethnic minority languages.

3. The language of study-teaching and the languages of individual subjects create an academic and literary language, which is characterized by the difficult grammatical structures, terms or a specific vocabulary, the peculiar forms of scientific concepts and texts.

4. Training of a separate subject implies developing the skills of understanding and utilizing the language of the subject, in other words, the ability to comprehend the essence of the narrated subject matters and make formation of the skills of the conceptualized subject matters verbally.

5. The ability to utilize subject language, as a cognitive instrument, is based on subjective books, and the ability of using the study-teaching language -on general literacy.

6. General literacy is the ability to read, write, receive, process, read, understand, and share information.

7. In the process of teaching the subjects, it is recommended to use either printing or multimedia and various forms of electronic texts. Working out the very texts, their understanding and using, and also creation will help the pupils to develop digital literacy and media skills.

8. Digital literacy implies the ability of creating network search, various forms of electronic texts and use of their electronic processing programs.

9. Media literacy implies the ability to comprehend, interpret, use and create multimedia texts (which simultaneously use linguistic, sound and visual means); besides that, the skills of perception and comprehension, utilization and creation; also making the right choice in the sphere of Media („filtering out” information) and critical estimation of the received information.

10. In the epoch of digital and communication technology, digital and media literacy are essential components of general literacy.

11. In order to increase the level of linguistic education and literacy, it is inevitable, that the teachers of all the subjects should contribute to developing the language skills. For this it is necessary the integrated teaching of the educational languages, which implies the following: a language as a means for acquiring knowledge and expressing opinions, in the context of every subject should be an object of observation in order to make a student should intentionally and consciously use it; there must be built "Language Bridges" among the school subjects to make a student be able of connecting the acquired knowledge and experience with each in the context of various subjects. This will enhance

the language consciousness of the students and develop their cognitive and linguistic skills, which are the basis for successful studying.

12. The main key for integrated study-teaching of the education languages is learning strategies.

13. Educational resources are necessary for developing the skills of understanding the subject language and then use them in practice.

14. To promote civil equality and integration, it is inevitable to develop cognitive and linguistic skills in non-Georgian schools and sectors, which provide bilingual education. Bilingual education implies the use of two languages in the educational process of study-teaching, one of which is essentially the state language.

15. Bilingual education should make the basis for bilingual literacy.

Article 9. Basic Educational Principles of the National Curriculum

16. According to the purposes of the General Education, the National Curriculum is based on the constructive educational conception oriented on a person's development, defining five basic educational principles, on which the process of study-teaching is relied. These principles are in the following:

A) Study-teaching should promote a students' internal forces to be activated. The obtained information is transformed into knowledge by a student himself in the result of his active working. The student will select the important elements from the received information and, on the base of the implementation of various intellectual operations, transform them into knowledge.

B) Study-teaching should facilitate to develop gradually the process of acquiring knowledge based on the knowledge obtained before. The information processing and transforming it into knowledge is implemented by means of the knowledge acquired before. The very knowledge promotes a student to find out the components of the received information, which he will consider significant to master them.

C) Study-teaching should facilitate to interconnect and organize knowledge. Interconnecting and organizing the knowledge in memory increases the possibilities of functional use of understanding, remembering and knowledge.

D) Study-teaching should facilitate to master the study strategies (learning studies). The use of correct methods and approaches in the learning process is a determining factor of successful studies. Developing and coordinating awareness of the conceptual and conscious actions to achieve a specific purpose increases the ability of a student and helps him effectively to succeed the goal and overcome the difficulties. Therefore, a teacher is obliged to make a student think about the methods and approaches that the latter will use to achieve the objective, and also help him to find the best things.

E) The Study-Teaching process should include all three categories of knowledge: declaratory, procedural and conditional.

E a) Declarative knowledge possesses a static characteristic. It implies knowledge of theories, facts, rules and answers the question: what do I know?

E b) Procedural knowledge is dynamic and gives the possibility to realize the knowledge. Procedural Knowledge answers the question: How do I do / how to do it?

E c) Conditional Knowledge is dynamic as well and involves identifying conditions, or essential characteristics. It provides adequate use of knowledge in various contexts and answers the question: when and / or why do I use this knowledge?

Chapter III. Basic methodical orientations

Article 10. An oriented approach to a pupil

A) All students are unique in their individual physical and mental characteristics, capabilities, emotions, interests, personal experience, academic necessities and learning styles that should be taken into consideration during study process;

B) Study should be conducted in a positive and orderly environment, where positive relationships and interaction are paid special attention, i.e. a pupil is appreciated, recognized and responsible with the teacher together for his own learning and development.

Article 11. Preservation of Equality in Study-Teaching Process

For the purpose of equality in in Study-Teaching Process:

A) It is unacceptable to divide pupils in the classes according to their academic success;

B) It is unacceptable for the public school to impose barriers in connection with receiving pupils according to their academic success or the ones, who are distinguished by their readiness for school. This paragraph does not apply to the public schools having a status of enhanced teaching of a subject or subjects;

C) To provide equal opportunities for development, the school is obliged to provide pupils with a wide variety of learning processes, using different methods, strategy, solving ways of problem or types of activities.

Article 12. In-depth training

The school is obliged to provide in-depth training: supplying learning materials gradually and multilaterally, thoroughly discussing new issues, concepts in different contexts, discovering relationship between the subjects and developing common aspects.

Article 13. Increase a student's motivation

The school should be oriented to increase student's motivation. The student should see the purpose of the task, its necessity, a connection between the current activities at school and the current life beyond the school.

Article 14. Discipline

The school should develop students' skills to understand their duties and manage protection of public order. At the same time, the school should provide a calm and working environment.

Article 15. Students' Engagement

The teacher should ensure equal participation of students in the learning process. students should not only actively participate in the process of education, but they also must have the opportunity to help one another and participate in the study process of their peers.

Chapter IV. Organizing the educational process

Article 16. Calendar of school training (academic year) year

1. The school training year in the public school is divided into two semesters because of the winter holidays.
2. The dates and duration of the start and end, and also the holidays, of the academic year for public schools is determined by the legislation of Georgia.
3. Within one academic year in private schools, the duration of the school training weeks for the II-XI classes should not be less than 35 weeks and for I and XII classes no less than 30 weeks.
4. The school training week for public schools consists of five days. In case of necessity, it is allowed a six-day training. In particular, a six-day training is allowed if:
 - A) According to the school curriculum, the school will decide to unload the daily hourly schedule;
 - B) Due to unforeseen reasons, it will be missed a school training day/ days. In this case the school is obliged to provide information to the Ministry;
 - C) For objective reasons, the school considers it expedient to determine a day off on any day of the week in agreement with the Ministry.
5. The maximum number of recommendation loading (astronomical hours spent on the lessons) based on the physical and psychological abilities of the adolescent is the following:

class	I	II-III	IV-V	VI-VIII	IX	X-XII
Maximum permissible hours (astronomical) a day	3	4	4	5	5-6	5-6

If the school adds hours, it is recommended to offer schoolchildren health-food and relaxation.

6. The lesson duration in IV-XII classes in the public school is 45 minutes. In the first class, the lesson duration is determined by 35 minutes, and in the II and III classes – by 40 minutes. In connection with the lesson duration it may be allowed an exception, particularly, when the school will possibly change the lesson duration for a short period of time in the following cases:

- A) During extreme conditions (frost, excess heat, etc.) will reduce to a maximum of 10 minutes;
- B) During various school arrangements will increase to a maximum of 10 minutes;

7. The duration of the break between lessons in the public school must not be less than 5 minutes, and the duration of one break should not be less than 10 minutes. The duration of the rest breaks is determined by the school curriculum.

8. The duration of the lessons and of breaks between classes envisaged by the paragraphs 6 and 7 in the rehabilitative institutions of the minors are defined by the Georgian legislation.

The Order №91 / N of the Minister of Education and Science of Georgia, 2017, June 6. Website 07.06.2017.

Article 17. Number of students in the public school class

1. The maximum number of students in the public school is determined by 25 pupils.
2. Concerning the maximum number of students determined by the first paragraph of this article an exception can be resolved by the Ministry with the agreement in a written form. The consent will be given to the particular student taking into consideration the objective circumstances, which extends to the same student continuing to study in the next class of the same school. In such a case, the maximum number of students should not exceed 29.
3. The existence of parallel classes is permissible if the minimum number of students in each parallel class is 15. The exception to the number of pupils is permitted in agreement with the Ministry.
4. The maximum number of pupils entered the public school before 2014-2015 school training (academic year) year is determined by 30 pupils. With regard to the maximum number of pupils, the exception will be permitted by the written agreement with the Ministry. The consent will be given to the particular student taking into consideration the objective circumstance and extends to the same pupil in the next class of the same school. In such a case, the maximum number of students

should not exceed 35. The existence of parallel classes is permissible if the minimum number of students in each parallel class is 18; In relation to the number of students, the exception will be permitted by the written agreement with the Ministry.

5. The rule concerning the maximum number of pupils determined by the first paragraph of this article possibly will be introduced before 2014-2015 school training year in case of the class staffed by the pupils who have entered the public school, if it does not result in the exclusion of pupils from the school.

6. In the schools, approved by the order №448 - №4 and Annex 4 and No. 6 of 2005 September 15, „about the General Educational Institutions of legal entities of public law and public charter school approval " of the Minister of Education and Science of Georgia, the common number of students in the classroom should not exceed 10.

7. Division of the class is possible in the following subjects: in the Georgian language and literature, Georgian as a second language (non-Georgian schools / sectors) and in the foreign languages, if the school has the appropriate financial opportunity. Schools with enhanced teaching status can even divide the class in those subjects/subject, which are intensified. Division of the class is possible, if the number of pupils in the class exceeds 25, and in the foreign language- 20. In the foreign languages the divisions are to be made by taking into account the level of the language knowledge by a pupil.

8. At public schools with the small contingent of pupils it is permissible to make class-group. If there are one or two pupils in the class, it is recommended to create a class-group with another class. The common number of pupils in the class-group should not exceed 10.

9. Class-groups are recommended to be made within the limit of the levels in order not to be united more than two classes in one class-group. I-IV classes can be created by the different ways (for example, by I-II and III-IV classes, or I and III, II and IV classes).

On the training lessons of sports and aesthetic it is possible to be combined several classes (e.g. I, II and III; IV, V and VI; VII, VIII and IX, etc.).

10. According to the National Curriculum, in case of making a class-group, the definite compulsory hours should be allocated to a student of each class/subject.

11. Study-teaching process in class-groups should be based entirely on differentiated teaching approaches.

Article 18. General culture of the school

1. By study-teaching of school subjects, school projects, sports, art and club activities (with the involvement of students, teachers, parents) the public school must facilitate:

A)To establish mutual respect, tolerance and equality between pupils, parents and teachers regardless of their social, ethnic, religious, linguistic and ideological affiliation.

B) To make a creative and cooperative environment for school community members;

C) To develop a citizen responsibility and civic engagement of pupils;

D) **Protection of historical and cultural heritage** - respect for the historical and cultural heritage and the care of them is one of the preconditions for the development of the country. It promotes a patriot, responsible citizen's upbringing. In view of this, the general culture of the school should develop a sense of respect and caring attitude towards for the patterns of material or intangible culture (traditions, values, etc.) created by human beings in the past and present; Let them assume, that the future must be based on the very legacy;

E) **To establish tolerant and positive attitude towards cultural diversity** - tolerance means accepting and respecting the diversity of the country or the world, which is one of the most important conditions for peaceful coexistence of human beings. The common culture of the school should encourage the adolescent to realize that every person possesses a certain language, culture, and tradition who is able to make a contribution to the development of the country or society. This will give stimulus to the full development of the adolescent and help him in the intercultural dialogue inside and outside the country's national boundaries;

F) **To establish the maintenance of a healthy lifestyle and safeguarding**- the maintenance of a healthy lifestyle has a crucial importance for ensuring the physical and mental wellbeing of the pupil in order not to expose to danger his own or others life, health and wellbeing. Considering this, the general culture of the school should help the pupil to avoid the negative impact of the healthy life, understand the essence of healthy life (moderation in everything, discourage, proper nutrition, rational regime of life, preventing risks, refusing harmful habits, etc.) and think of its importance;

G) **Environmental education for sustainable development** - is an approach aimed at facilitating the establishment of the principles of the sustainable development based on the environmental context. It enables the development of environmental consciousness for ensure the sustainable future of the earth as a common vital space. Taking it into consideration, the school common culture (hidden curriculum) should encourage students to realize personal and civic responsibility towards the environment in general, let him understand the importance of sustainable development, formulate the correct attitude towards the environment, have a desire of participating in the environmental protection and restoration activities;

H) **Training of ways of peaceful resolution of conflicts** - the conflict is an integral part of life. Violence (bullying) is often a conflict-related process in the school. Considering this, the general culture of the school should facilitate to understand the phenomenon of physical and mental violence, the differences between violence and conflict and the ways of resolving conflicts with non-violent methods;

I) **Developing of entrepreneurial skills and encourage initiatives** - Entrepreneurship is the ability of the individual to turn the ideas into action. It includes both creative approach, innovation and risk, as well as planning and project managing skills to achieve the desired purpose. Entrepreneurship a crucial importance for the active involvement of pupils in school life. Promoting entrepreneurship

basics for a wide range of pupils gives a possibility to plan, develop and implement innovative ideas. It is a vital skill for every individual and mastering the very skill he automatically becomes a promoter of the development of the economy of his own country, which enables the growth of his civic duties and responsibilities. Considering this, the school general culture should allow the school community members to realize their own initiatives and possibilities to make free choices.

Article 19: A Tutor

1. All classes must have a tutor. In the public school tutor should be a teacher of the same school.
2. In a small contingent school it is recommended, that one teacher should have at least 10 pupils, unless the total number of pupils in the school is less than 10 pupils. It is not permissible for pupils of one class / class-group to have different tutors.
3. The tutor's work should be carried out by the following principles:
 - A) Fully upbringing - educational work should be directed towards physical, cognitive (cognitive) and emotional-social development of the person;
 - B) Identification of the student's potential - the function of the tutor is to launch the pupil's potential forces and create appropriate conditions for identifying his talent and capabilities;
 - C) Develop a sense of responsibility in the students – the tutor should allow students to take part in the activities (celebrations, hikes, excursions, etc.) in planning and solving the problems, which arise at this time;
 - D) Principle of Cooperation - The tutor's relationship with students should be based on cooperation, respect and trust.
4. Duties of the Tutor are:
 - A) To introduce a student and his his/ her parent/ legal representative (hereinafter the parent) their rights and obligations (school regulations, the Code of Ethics of the pupils, relevant school curriculum and others);
 - B) To conduct the tutorial hours at least once in every two weeks, on the basic and secondary levels - at least once a month. Within the framework of the hour, the tutor must work on the development of different skills (e.g. reading skills (on the basic level), development of environmental culture, etc.) in accordance with different ages.
 - C) To help a student in solving various problems arising in academic or school environment;
 - D) To be an intermediary among a student, parent and teacher for establishing a cooperative relationship;

E) To provide a parent with the information regularly (at least once a month) about the academic achievement of the student, discipline, personal problems or success. It is inadmissible to discuss one student's discipline and academic achievement in the presence of another student / parent;

F) If necessary, to meet the interested parent and provide him/her with the information about the student and school processes;

G) At the end of the academic year, the tutor should analyze the achievements of each student in the classroom, attendance at classes and his/her behavior after the information he/she is provided by the teachers; should prepare a short characterization of each student upon strong and weak sides and provide the parent with his/her characterization in the aim of further monitoring of the student's development;

H) In case of student's moving to another school, the tutor should prepare the information on his academic achievement and attendance at the lessons and place it in the student's personal case.

5. It is recommended, that the public school tutor would get acquainted with the relevant methodical textbooks and guides worked out by the Ministry of Justice and Legal Entities of Public Law.

Article 20. Faculty in the Public School

1. The public school is obliged to create faculty based on the subjective groups, the content and functions of which are reflected in the school curriculum. The teachers of the groups of all the subjects would be united at the faculty. In the case of the fact, that there is one teacher of one subject from the subjects group in the school, it is possible to unite the teachers of different subjects from various groups of subjects at one faculty (e.g. mathematics and natural sciences); It is recommended for the public school also to create a faculty for the Primary Educational Level.

2. Functions of the faculty are:

A) Coordination of teaching subject / subjects;

B) To share experience among the members of the faculty, determining the preconditions of success and seeking ways to solve the problems;

C) To select educational resources for the teachers' professional development and school library and present to the pedagogical council;

(D) Co-ordinated working with the other faculty (e.g. agreement on general topics in history and Georgian language and literature, contemplation of general tasks for excursions, etc.);

E) To care for the teacher's professional development;

F) Recommendations concerning the establishment of modern study-teaching methods and the approaches of teaching;

G) Analysis of the summary assignments, students' academic achievements and missing school lessons by them;

H) Presentation of a member of the teacher's assessment group to the director of the school.

3. Arrangement of the faculty:

A) A Chairperson is chosen by the faculty for one academic year by a majority vote;

B) Selection of the same person as a Chairperson is possible in terms of three academic years in a row.

4. The Chairperson's functions should be as follows:

A) Organizing meetings of the Chair (preparation of the agenda, production- storage of protocols and other documents);

B) Provide the school management with the decisions made at the meetings of the faculty (e.g. about the selection of stamped textbooks and other study materials);

C) Organizing of useful activities for teachers' professional development (meetings with colleagues, trainings, conferences etc.).

5. The faculty should be assembled at least twice in the semester (including the purpose of summarizing and analyzing the subject of the semester). The faculty must be definitely assembled before the start of the academic year.

Chapter V. The School Curriculum

Article 21. Designation and component parts of the school curriculum

1. The school is obliged to elaborate a school curriculum for each new academic year.

2. The school curriculum should be based on the National Curriculum and School Mission.

3. The school curriculum consists the following:

A) Defining of the school mission;

B) Specify the hourly loading of the National Curriculum for a particular school, taking into account the priorities of the school;

C) Development of subject-specific programs according to subject / subjects, if the school decides to work on a program different from the programs of the annual curriculum of the National Curriculum;

D) Determination of additional educational and up-bringing services;

E) Determination of the directions of school-educational activities.

4. The school curriculum consists of the following parts:

- A) School mission;
 - B) School hourly Schedule;
 - C) List of the school stamped textbooks according to the classes / levels and subjects;
 - D) Rules of assessing the academic achievement of the a pupil, (which determines the deadlines and conditions for restoration of the summarized tasks, exams, etc.);
 - E) List and description of additional educational services envisaged by the National Curriculum;
 - F) List of additional education and up-bringing services, which are improvident by the national curriculum, justification and description of necessity;
 - G) Schedule for conducting professional orientation and career to implement the planning program by the school (s) responsible persons in IX and XI classes: 8 Lesson - IX Class, 4 Lesson - XI Class. Also the Schedule of other activities envisaged by the Project and Career Planning Program: the Schedule of meetings with educational institutions and excursions and representatives of different professions;
 - H) The individual curriculum based on the national curriculum (if necessary) for pupils with special educational needs;
5. At the public school the school curriculum with the participation of teachers / faculty and director is worked out and in agreement with the Board of Trustees approved by the Pedagogic Council.
 6. The school will start working for the next year's school curriculum at the end of the academic year on the base of the analysis and evaluation of the results of the previous academic year. The school curriculum should be approved no later than one week before the start of the new academic year.
 7. The school management is obliged to ensure the publicity of the approved school curriculum (except for the individual curriculum), by any form of convenience (on the website or on the social page, by placing the information on the board, spreading the booklet, etc.).

Article 22. Additional educational and up-bringing services

1. Additional educational and up-bringing services should contribute to the national purposes of general education and, therefore, the achievement of the aims defined by the National Curriculum.
2. The school has the right to offer the pupils the additional envisaged educational and/or additional improvident educational services worked out by the National Curriculum.
3. The additional envisaged educational and/or the additional improvident educational services worked out by the National Curriculum may be offered to the pupils by a compulsory or faculty form.
4. Attendance of the additional subject is essential for all the pupils of a specific school / class;
5. Additional faculty service (activity) is chosen by the pupils / attended by their wishes.

6. The public school has the right to offer the pupils with an agreement of their parents the chargeable additional educational services in the subjects provided by the National Curriculum if:

A) The employed teacher does not follow the above-mentioned service in the same school;

B) The very service does not have a form of teaching;

C) This service does not take place in the process of teaching for an applicable pupil.

7. According to the school decision, also the pupils of other schools may use the above-mentioned service.

8. According to the additional envisaged educational and/or additional improvident educational services worked out by the National Curriculum for offering the pupils the school should define the following:

A) The list of the additional educational and up-bringing services;

B) The type of the additional educational services (faculty/compulsory);

C) The curriculum developed by a person implementing this service for each additional educational and up-bringing service (if such a plan is not in the programs of the National Curriculum).

9. The curriculum of an additional compulsory subject should include:

(A) The objectives of teaching the subject (the course envisages acquired knowledge, skills and attitudes);

B) The form of assessment (points, pass-examination) and principles;

C) The list of the necessary educational resources.

10. The specific amount of hours for additional improvident education and up-bringing services that are not defined by the National Curriculum. The school should itself define it, in case of offering such kind of services. When considering the additional subjects in the school curriculum, the school should pay attention to the fact, that the pupils have a proper rest and nourishment.

Article 23. The School Hourly Schedule

1. The School Hourly Schedule:

A) Determines the number of annual total hours of the subject /subjects;

B) Includes the class of daily lessons for each class that specifies which day of the week, in which order and in what period of time the subject is taught.

2. The school hours must include both compulsory and elective subjects as well as additional educational and up-bringing services (if any) specified in Article 22 (2) of the National Curriculum.

3. The public school has the right to distribute 25% of the total annual hourly loading of the concrete subject among the rest subjects within the hourly loading limits for one class according to the National Curriculum. The very operation must be substantiated. The activity of this paragraph does not concern the subjects in the subject group of sports and aesthetic training on the primary level. The exception should be permitted in agreement with the Ministry, in case of the Objective circumstances.

4. The school does not have the right to remove any compulsory subject considered by the National Curriculum from the hourly schedule.

5. The subject / subjects of the public school possessing enhanced teaching or of the private may be taught by a different scheme from the approved National Curriculum. In addition, it should be taken into consideration that the school is not entitled to remove any compulsory subject provided by the National Curriculum. Exceptions for the private schools are permitted by the written agreement with the Ministry, if the results defined by this Standard of the very subject are integrated into the curriculum of other subject / subjects.

6. In the case defined by the school curriculum (e.g. conduction of an integrated lesson, lessons paring based on the aims), the school is authorized to change the order of the lessons defined by the hourly schedule in the school for a concrete subject during the day / days without changing the school curriculum. For each subject this change should not obstruct the annual total number of hours allocated by the school curriculum.

The Minister of Education and Science of Georgia, 2017, 2 August, Order No.121 / N - Website, 03.08.2010.

Article 24. Schools with enhanced teaching status of subject / subjects

1. The school is entitled to enhance the subject / subjects defined by the National Curriculum.

2. In case of the public school, the status of subjects/ subjects may be granted to a school that has only the primary and / or intermediate / level.

3. In order to get the status of subject / subjects of the enhanced teaching, the public school should submit to the Ministry:

A) The educational curriculum of the school, in which the study programs for the subject of subjects / are pointed in details;

B) The list of educational resources used in the learning process;

C) Information on the relevant human resource; Teachers of the subject / subjects of the enhanced teaching must have at least a Master's or equivalent level of academic degrees and senior teacher status;

D) The consent of the Board of Trustees;

E) A three-year plan of introducing enhanced teaching.

4. After 3 academic years of granting the status, the public school should submit a report on implementation of the Enhanced Teaching Scheme to the Ministry, on which the Ministry makes a decision to continue or terminate the status of a public school.

Chapter VI. Educational resources

Article 25. Types of Educational Resources

Types of educational resources are:

- A) Stamped textbooks / series;
- B) The Guide / Series agreed with the Ministry on the basis of Georgian legislation;
- C) The additional education (including electronic) resources;
- D) Different types of visuals (maps, posters, models, etc.).

Article 26. Selecting educational resources by the school

1. The school should select the educational resources in accordance with the rules established by the legislation of Georgia.
2. The school is obliged to provide the public with the information on educational resources considered in the subparagraphs "a" and "b" of the Article 25 by the National Curriculum.
3. The teacher has the right to use other educational resources and visuals in addition to the guides considered in the subparagraphs "a" and "b" of the Article 25 by the National Curriculum. In addition, the teacher / school of the public school does not have the right to require the pupil / pupil's legal representative to get the additional educational resources or visuals.
4. The use of additional education resources or visuals in the teaching process would serve to achieve the purposes provided by the National Curriculum. Its contents, designs, or other marks should not contain elements of discrimination and / or defamation (including language, nationality, sex and ethnicity, social or other nature).
5. The school is authorized to carry out the teaching of the MSMC pupil in any class / level using the stamped textbooks or adapted stamped ones, regardless of in which class the pupil is. While teaching the pupils of the MSMC, it is possible to use other curriculum resources /services suitable for the individual needs of the pupils, as well as the main educational resources.

Chapter VII. The Pupil Assessment System

Article 27. Principles, Goals and Objectives of the Pupil Assessment

1. The main objective of the pupils evaluation is the quality of teaching and learning, which means on the one hand to improve the quality of learning, and on the other hand, monitoring of the quality of study-teaching process. The assessment should provide information about the pupils' individual progress.

2. The assessment of the pupils is an integral part of the study-teaching. In order to ensure a consistent educational process, the pupils' assessment should be based on the constructive principles of learning.

3. The main objectives of the pupils' evaluation are:

A) To show how the process of construction of the knowledge and its interconnection in the pupils' memory is conducted;

B) To determine the prior knowledge and performance of the pupils before the beginning of the new academic subject / topic;

C) To reveal how the pupils are able to independently assess their strengths and weaknesses, as well as how well thoughtful and effective steps are taken to facilitate their own advancement;

D) It includes all three categories of knowledge;

E) To show how much the pupils are able to use the functional utility of knowledge in contextual contexts.

4. In order to solve the basic tasks, a priority will be given to the pupils' tasks with the complex and contextual tasks, which enable them to make interact and contemporary using of the different components of knowledge.

Article 28. Determining and Developing Evaluation in the Class

1. Evaluation can be: determining and developing.

2. A determinative assessment establishes the level of advancement of the pupil in relation to the results of the subject curriculum.

3. Developing assessment determines the dynamics of each pupil's development and is focused on improvement of quality of study.

Article 29. Defining and Developing Evaluation

	Developing	Defining
Goals	Improvement of learning; Promotion of the student's progress and development	Determining the level of student academic achievement in respect of the results of the subject curriculum.
Objectives	Evaluate the process of knowledge building and interconnecting knowledge; Determination of previous knowledge / performance; Evaluate ability of the pupil to determine its strengths and weaknesses; Evaluate the ability of the pupil to take steps to facilitate his own advancement; Evaluation of the process of all three categories of knowledge; Evaluate the functional use of knowledge combinations. Assessment of knowledge interaction skills	Assessment of knowledge interaction skills; Evaluation of the ability to use all three categories of knowledge; Evaluate the functional use of knowledge combinations.
Success criteria	have been carried forward in comparison with previous results	Level of achievement compared to the requirements of the subject curriculum
Appraiser and Evaluation Forms	Teacher: oral or sensitive feedback, promotional instructions, symbolic signs and so on. Pupils: self-esteem; With a margin of appreciation	Teacher: Point (may be accompanied by a description of the strengths and weaknesses, in order to correct the gaps).

Article 30. Academic achievement levels and assessment systems

The academic achievements of the pupils are evaluated by a ten-point system by five levels:

points	Levels of assessment
10	high
9	
8	higher than average
7	
6	average
5	
4	Low than average
3	
2	Low
1	

Article 31. Evaluation on initial, primary and secondary levels

1. Only a developing assessment will be used in I-IV classes and first class of V levels. In these classes at the end of the year, teachers of the subject should write a short written assessment of the pupil, in which it will be characterized his success and then indicate the need of helping for the pupil to make understand better his own capabilities. The tutor must write a summary of the written assessment at the end of the IV class on the basis of the information received by himself/herself and from other teachers.
2. In the second semester of V class and VI-XII classes there are used the determining and developing assessments. The pupil is measured by a ten-point system, the lowest point is 1, and the highest point - 10.
3. In the subjects of the sport group of V-XII classes, the subject of the "Road Signs and Traffic Safety" and in the subjects selected by the school the pupil is evaluated by the system: passed /not passed.

Article 32. Components of student assessment

1. During the semester pupils are assessed by the following three components:
 - A) Current homework;
 - B) The current classwork;
 - C) The summary work;
2. The teacher can apply any developing assessment in any component of the semester.
3. In the course of the semester the pupils are evaluated in the following components:
 - A) Current classwork (second semester of V- class, VI-XII classes)
 - B) Current Homework (VII-XII classes),
 - C) The summary work (second semester of the class V, VI-XII classes).
4. The components defined in p.1 of this Article have the same value.
5. In the I-VI classes, the homework component it is used only the developing assessment.
6. In the I-IV grades and V first semester classwork and summary assignments components are used only to be evaluated.
7. In the second semester of V and VI-XII grades, the classroom and summary assignments components are used as the defining and developing assessment.

	I-IV classes and I semester of V class	II Semester of V Class and VI Class	Lower Secondary and Upper Secondary Levels
Current Homework	Developing assessment	Developing assessment	Developing and defining assessments
Current Classwork	Developing assessment	Developing and defining assessments	Developing and defining assessments
Summary work	Developing assessment	Developing and defining assessments	Developing and defining assessments

8. In the summary work component it is compulsory to use complex and contextual tasks (e.g. essay writing, preparation of the project, conducting laboratory research, writing abstracts, solving the task, creating a sample of fine and applied art, drawing up the story, creating a database, solving a specific problem, field- check work or preparation of an academic excursion report, etc.). The teacher should elaborate the criteria of multilateral assessment for the work performed by the pupils.

9. The National Curriculum should define the minimum number of the compulsory tasks to be conducted during the semester for each subjects in the second semester of the V class VI class, and primary-level class;

10. The pupil must be obligated to perform all the summary work in the class (the compulsory minimum approved by the National Curriculum and the additional one provided by the school itself);

11. If the pupil fails to perform any summary work, the school is obliged to give him the possibility to restore the completed summary tasks. The deadlines for restoring the summary work and the form of its conducting should be determined by the school curriculum;

12. Each teacher is obliged to submit to the Faculty the documentation of the summary work performed by him. The above documentation will include: the number of the summary work, the condition of the summary work, the result / results of the standard of the subject, the assessment of which the concrete work is assigned; Criteria that will evaluate these works; Also, the visual material reflecting the work performed by the pupils and some samples of the completed summary work and visual materials evaluated by the teacher.

Article 33. Types of the Defining Assessment

The following types of assessment are used in the general education system:

A) The current classroom, current home and summary tasks of the subject, which the student receives during the semester;

B) Semester mark of the subject - assessment in the subject of each semester;

C) The annual assessment of the subject - assessment based on the semester mark. The exception is the fifth class point, which is identical to the semester points of the second semester. Annual exam marks may also be reflected in the annual point, if such examination is provided by the school curriculum and the school is determined to have an impact on the annual mark.

Article 34. The Marks' Calculating Rule

1. The rule of calculation of the semester marks is as follows:

A) The sum of the marks obtained in different components during the semester by the pupil must be divided on the number of the received marks;

B) The Obtained marks should be calculated with an absolute accuracy (e.g. 6.15 equals to 6, 7.49 equals to seven, 8.5 equals to 9);

C) If the pupil does not perform all the completed summary works, the sum of the marks obtained in different components for the calculation of the semester marks, should be divided by the sum of the number of the received marks of the incompleted summary works;

D) If during the semester, while transferring from school to school, it turns out, that in the recipient school a number of the summary works performed in any subject / subjects is more than that of the transferring school, the latter will count the number of the summary works approved and performed by the transferring school itself, the recipient school also will do the same according to the works performed by the pupil at the very moment of his moving;

E) In case of passing semester examination envisaged by Paragraph 2 of Article 36, the semester point is calculated by taking into consideration: The exam points are added to the semester points and the sum is divided into two.

2. The rule for calculating annual points:

A) To calculate the annual points of the subject, the sum of the subject semester points should be divided into two;

B) The Annual points of the subject is equaled with accuracy (e.g. 7.25 equals to 7, 4.49 equals to 4, 9.5 equals to 10);

C) If the school curriculum takes into account to conduct the annual examination and it is defined that the point of the very exam would be reflected on the annual point of the subject, then the annual point of the subject (two of the semester and one of the exam) with the average arithmetic is three points (equals to it with accuracy);

D) If the pupil is going to move to another school in the course of the semester he / she will have to study different subjects and in the subjects learned before he/she has got the assessment envisaged by the article 32 in paragraph 3, the average arithmetic of which is 5.0 or more, this point will be fixed as the annual point of the learned subject. At the same time, the recipient school should evaluate the pupil in a new different subject, if it is possible before the completion of the semester;

E) After completing the semester, the pupil's semester points of the different subjects, because of moving to another school, are recorded as the annual points of two independent subjects, in case if the pupil learns a different subject at school. (For example, if the pupil studied French as a foreign language in the first semester, instead of the French in the second semester –the German language semester, then the French Language annual semester point becomes the French Language annual point and the German Language annual semester point – the German Language annual point);

3. The Rule of calculation of the level point:

A) In calculating the level point, the annual point of all the subjects, which are taught in the course of the level, all the annual points of the all subjects are summed and divided on the total number of the annual points;

B) The level point is rounded with one tenth of accuracy (e.g. 6.43 rounds up to 6.4, 7.58 rounds up to 7.6 and 9.75 rounds up to 9.8).

Article 35. Overcoming Class and level

1. The class will be deemed to be overcome, if the pupil's annual point of each subject (after rounding) is 5.0 or higher and he/she has got the validation in the subjects specified in Article 31, paragraph 3, which gives him/her the right to move to the next class.

2. The primary level will be considered to be overcome, if the point of the pupil's level (after rounding) is 5.0 or higher and in accordance with the National Curriculum, V-VI classes have been overcome by him/her, which gives him/her, the right to continue to study at the lower secondary level.

3. The lower secondary level will be considered to be overcome, if the pupils' level point (after rounding) is 5.0 or higher and according to the first paragraph of this article has overcome all the classes of the lower secondary level, he/she is given the right to retain the basic education certificate and / or to continue study on the upper secondary level.

4. The upper secondary level will be considered to be overcome, if the point of the pupil's level (after rounding) is 5.0 or higher and in accordance with the first paragraph of this article, all the classes of the intermediate level have been overcome by him/her.

5. Private schools and public schools possessing the status of the enhanced teaching of the subject / subjects, have the right to establish a barrier of overcoming the enhanced subject / subjects, but not less than the barrier approved in the paragraph 1 of this Article.

6. If the pupil fails to pass the barrier in subject / subjects either in the private or in the public schools with the status of enhanced teaching of the subject / subjects in a particular class, but overcomes the barrier set by the paragraph 1 of this article, has the right to continue his/her studies in the next class of another school.

Article 36. Exam types

1. The following types of examinations may be conducted in the general education system:

A) Semester examination;

B) Annual (final year of study) examination;

C) Retake examination test;

D) External examination;

E) Final examination;

2. The semester exam is appointed only then, if the pupil thinks, that he has a higher evaluation.
3. The parent / legal representative of the pupil for appointment of the semester exams will issue a written instruction to the school director within one week after finishing the semester. The Director examines the issue and makes decision on admission to the pupil's semester examination. In case of declining, the decision must be substantiated.
4. In case of accessing a pupil to the examination, the school should take appropriate measures to ensure the objective and impartial conduct of the exam.
5. The semester points for the subject of the examination will be calculated according to the following rule: The exam points are added to the semester points and the sum is divided on two.
6. Semester Examination will be appointed no later than 2 weeks after the end of the semester.
7. The issue of appointing/non-appointing of the annual exam is terminated by the school.
8. Announcement of an annual examination should be reflected in the school curriculum.
9. The school has the right to appoint an exam to the class in one of the two subjects during one academic year. At the same time, an interval between the exams in the same subject should be two-years (e.g. if the school has set an annual exam in the English language on the 7th level for a particular class, in the next two years this class will not be eligible for this exam). This does not apply to the subject / subjects in which the schools have received higher education status;
10. Annual exam can be appointed only on the lower secondary and / or upper secondary level. If the school wishes to appoint an annual subject examination, it should be determined before the commencement of the academic year, in which class / classes, and in which subject / subjects will be it conducted and whether the point of this exam will affect the annual point.
11. If the school conducts the annual exam, it is obliged to offer the pupils the complex contexts similar to a summary tasks on the examination. It is not permissible to offer the pupils to tests sampling answers for the annual exam.
12. If it is defined that the point of this exam will affect the annual point, annual points for the subject will be calculated according to the following rule: The exam points are added to the semester points and the sum is divided on three.
13. Retake exam is appointed, if the pupil has an annual point of less than 5 in any subjects.
14. The procedure for conducting the retake exam is determined by the school curriculum.
15. The retake exam should be conducted not earlier than two weeks from the end of the academic year and at least one week earlier before the commencement of the next academic year.

16. Before the retake examination it should be given to the pupil at least 2 weeks for preparation. The school is obliged to provide the pupil with a tutorial consultation concerning the subject/subjects, in which the assigned type of exam has been appointed to him/her.

17. The pupil gets the annual point in the subject / subjects on the basis of the retake exam. The retake exam point becomes the annual point of the subject.

18. The procedure and conditions of general education in the form of the external examination will be determined by the legislation;

19. Examination of the external type is taken not only by the pupils, who are independent of individual class / classes programs in general education and are externally tested to prove the relevant education that will allow them to continue their studies in class / level, but also by the pupils on which the paragraph 3 of the Article 38 (3) of the National Curriculum is applied.

20. To get the full general education certificate, the pupil must have overcome an intermediate level and possess a positive assessment at the final exams.

21. The terms, conditions and rules for conducting a school leaving examination are determined by the legislation.

Article 37. Recognition of a pupil's academic achievement

1. A high level of assessment (point from 9 to 10) implies the ending of the level of the academic year with excellence. The best way to encourage the successful pupils is determined by the school curriculum.

2. The pupil, whose average level point is 10 without rounding and has a positive assessment at the final exams, receives a gold medal and relevant certificate.

3. The pupil, whose average point is 9.8 or more, and has a positive assessment at the school leaving exams, receives the silver medal and the relevant certificate.

4. The person, who has overcome the general curriculum with external programs of the subject / subjects in the upper secondary level with excellence cannot be awarded with gold and silver medals and relevant certificates.

[5. The action of the paragraph of 4 of this article does not apply to the persons, who, after the Recognition of the General Education obtained in the period of learning abroad, on the basis of the Order # 98 / N of the Minister of Education and Science of October 1, 2010, "About the Approval of the Validity of the Educational Documents given in Georgia and the Rule of Recognition of Education obtained Abroad and the confirmation of the payments " overcome the compulsory subjects with the external form provided by the National Curriculum, the compliance of which has not been confirmed by the rule established by the Legislation of Georgia. (To be activated since September 15, 2018)].

The Order №123 /N of the Minister of Education and Science of Georgia, August 2, 2017, on the website 03.08.2010.

Article 38. Class missing

1. The class-missing must be recorded in the book of attendance at the pupils' lesson, including the class-missing provided for in the paragraph 5 of this article.
2. The teacher of the subject is responsible for the preparation of daily registration of pupils' attendance at the lessons. Each teacher is obliged to make a registration of the pupils' attendance at the beginning of the lesson.
3. If on the secondary level the pupil has passed more than 30% of the hours for the concrete subject during the concrete academic year, the pupil is evaluated only on the basis of passing the examination.
4. In the 30% of the hours defined for a concrete subject within the course of the academic year, it is not calculated the missed day / days, when the summary assignment was performed and the pupil restored later.
5. For the pupils, who participate in the national and international sports, art events and national and international subjective Olympiads, if the school fails, the school director is authorized to make a decision based on the written request of the paragraph of the article-3 lawful representative of the school towards a concrete pupil about non-proliferation.

Article 39. Home teaching

1. The school is obliged to transfer to the home teaching the pupils, who do not have special education needs but need treatment for more than one month and this is known on the basis of a certificate issued by the medical institution for the school;
2. From the moment of transition the home teaching, the request provided for in paragraph 3 of Article 38 of the National Curriculum will not be applicable;
3. The school is obliged to establish a schedule according to which the teacher / teachers defined by the school will conduct a visit to the pupil;
4. In the course of the study, the distance learning (Internet and video conferencing) is recommended.
5. In case of teaching at home, the school will provide the pupil with at least one lesson a week for each subject (except for the subject of sports subject group) according the corresponding hourly schedule;
6. In case of teaching at home, the school will facilitates the pupil to conduct the summary work, its fulfillment / completion.

7. In case of teaching at home, the teacher should take into consideration the physical condition of the pupil when assessing subjects in the sports subject group.

CHAPTER VIII. Inclusive education

Article 40. Inclusive Education

Inclusive education is the involvement of a pupil with special educational needs in the general education process with the peers.

Article 41. A pupil with special educational needs

1. A pupil with a special educational need is a pupil (hereinafter referred to as the CENP pupil), who has difficulty in learning in comparison with peers and for whom it is necessary modification the National Curriculum and / or adaptation to the learning environment and / or individual curriculum development and implementation. The CENP pupil may be a pupil who has:

- A) Physical restriction;
- B) Violation of intellectual development;
- C) Disturbance of sensory development (hearing and / or sight);
- D) Violation of speech;
- E) Behavioral and emotional disturbances;
- F) Long-term hospitalization needs;
- G) Difficulties caused by social factors in learning, which cannot overcome the requirements of the National Curriculum.

2. Modification of the National Curriculum means quantitative and / or qualitative changes of the results defined by the National Curriculum, which may be meant to reduce educational goals, facilitate the pupil's readiness and capability.

3. The adaptation to the learning environment means the change, which does not cause the alliteration of the content of the National Curriculum, but facilitates the creation of appropriate learning environment and conditions for the pupil with special educational needs in the following components:

- A) Physical environment of school and class;
- B) Hourly schedule;

- C) Day schedule, duration of activities;
- D) Training materials;
- E) Strategy of teaching;
- F) Use of the alternative assessment (testing, writing, verbal assignment, etc.) and others.

Article 42. Individual curriculum

1. The individual curriculum is a curriculum based on the national curriculum developed for the CENP pupil, which is the part of the school curriculum.
2. Individual curriculum should provide for all educational needs of the schoolmates and the ways of satisfaction, the interests of the pupil and individual opportunities required for achieving the goals envisaged by the individual curriculum.
3. An individual curriculum will be established within a month after the pupil's special education needs are revealed.
4. An individual curriculum may include all subjects or specific subjects / subjects in accordance with the needs of the pupil.
5. For each CENP pupil it should be defined in detail within the individual curriculum:
 - A) Study Results, Teaching Strategies and Study (both Classroom and Domestic) Activities in Selected Subject / Items;
 - B) The time, which the teacher devotes to the learning for the defined results of achievement by the individual curriculum in each subject;
 - C) Additional group / individual trainings required for the pupil, schedule of training, place and duration;
 - D) The Person, who is responsible for additional group / individual trainings: Teacher and / or special teacher (in case of need, with additional support staff (sanitary or nanny) psychologist for the CENP pupil);
 - E) Material (textbooks and additional educational materials required for the pupil) and the person-responsible for providing the pupil with the material (including the parent);
 - F) Additional technical resources required for the pupil.
6. Individual curriculum will provide information on child's interests, strengths and weaknesses in academic, cognitive, social, behavioral, emotional, motor and other areas.
7. After revealing the difficulties in the learning process, the school should ensure the student's ability to evaluate. If necessary, the school will refer to the multidisciplinary team of the Ministry of inclusive education (hereinafter - multidisciplinary team) for detailed assessment of the pupils and recommendations for their education.

8. For each CENP pupil, the school by the order should define the individual group for the development of the individual curriculum (hereinafter- the IC group) ensuring the development of an individual curriculum for the learner and facilitate its implementation.
9. The group must incorporate teachers, who teach directly in the school, as well as parent / parents, school administration members / members, psychologists, speech therapists or special teachers.
10. The IC group must have a coordinator, who leads the work of the group members and is responsible for the group activities; It is desirable, if the IC group will be guided by a tutor or a special teacher.
11. After drawing up an individual curriculum, it must be held at least one current meeting and one summary meeting at the end of every semester of the IC group members. The meeting will discuss the implementation of the plan and changes in the plan (if there is a need). As a result of monitoring of the plan, the plan is subject to periodic changes.
12. A special teacher is conducting special reports at the meetings of the IC group meetings. All the reports must be kept in the personal cases of the pupils.
13. The IC group must submit to the school administration the end of the academic year the full documentation (individual curriculum, information provided by the medical institution, etc.) about the pupil to be included in the pupil's personal case.
14. At the end of each academic year, the teacher / teachers of each subject of the academic year should prepare the report of the academic achievement of the pupil to be submitted for the Coordinator of the group to be submitted to the pedagogical council and parent.

Article 43. Assessment, attendance and missing of the academic achievement of the pupil

1. Assessment of academic achievement of the CENM pupil is evaluated by the same principle as the academic achievement of any other pupil. If the IC pupil receives education through an individual curriculum, it is estimated on the level of the pupil's achieving goals defined by the individual curriculum. The IC pupil, who successfully overcomes the individual curriculum, is estimated by high points.
2. The semester, annual and level-points of the CENM pupil will be calculated by the same principle as those of other pupils in accordance with Article 34 of the very plan.
3. In case of exception, it is permissible the CENM pupil would not have a semester assessment in one or more subjects. The exception is allowed on the basis of the multidisciplinary team conclusion. In case of exception, the pupil's semester point is the annual point of the subject. If the IC pupil is not evaluated in a semester in any of the subjects, it does not prevent him from moving to the next class.
4. If the CENM pupil has a special health condition and there is a document confirming this in his / her personal case, it are not applied to the CCM pupil the activities provided for in paragraph 3 of Article 38 of the National Curriculum.

5. If the school curriculum determines the annual examination, it is established, that for the CENM pupils, who study by the individual curriculum, the school should facilitate the exam materials' adaptation – it should be set up an individual examination program based on the individual curriculum.

Article 44. Teaching of the CENM pupils at home

1. If the health does not allow the **CENM** pupil to go to school, the school addresses the multidisciplinary team, which is based on the conclusion of which the pupil continues to study in the form of teaching. In this case the pupil is enrolled in school, but does not attend the lessons. The school presents him an individual teaching plan based on which the **CENM** pupil will be taught at home.

2. The multidisciplinary team determines and agrees with the school and the parent's individual curriculum.

3. Individual study plan provided by the Home Learning Method should be closely related to the National Curriculum. The school is obliged to set a schedule according to which the subject of the school is determined and, if necessary, the special teacher will be able to conduct visits with the schoolchildren. The school / group will have to monitor the teaching process in the format selected by the school.

4. In the course of the study, the **CENM** pupil's parent should be involved in the task of helping the pupil to perform daily tasks.

5. Use of the form of distance learning (internet and videoconference) training in the course of home learning.

6. In case of the **CENM** pupil studying at home, the school will provide at least one academic hour a week for each learner (except for physical education) defined by the class hourly schedule.

Chapter IX. Compulsory and elective subjects

Article 45. Main principles of groupings of subjects

1. The subjective groups include both compulsory and elective subjects.

2. The subjects envisaged by the National Curriculum are united in eight sub-groups:

A) State language;

B) Mathematics;

C) Foreign languages;

D) Public sciences;

E) Natural sciences;

F) Technologies;

G) Aesthetic upbringing;

H) Sports.

3. Subject groups combine subordinate disciplines.

4. Subjects in subjects-groups are taught in all three levels of general education as compulsory and / or elective.

5. The level of integration between subjects at the top level should be significantly higher than the primary and secondary levels, on which the teaching of the subjects is more specialized. It is recommended, that the same teacher teach different subjects at the starting level.

Article 46. State language

1. The following compulsory languages are united in the subject group of the State Language:

A) The Georgian language and literature (taught in classes I-XII);

B) The Abkhaz language and literature in the Autonomous Republic of Abkhazia (taught in I-XII classes);

C) Georgian as a second language for non-Georgian schools / sectors (taught in I-XII grades).

2. Study of state language should develop basic communication skills for the minors (writing, reading, listening, speaking) in the Georgian language / languages. The objective of studying subjects / subjects included in this group is to develop aesthetic perception and evaluation of the artistic work, the ability to express the a logical idea, creating the texts of different content in their own opinion; to feel a sense of respect for the literary heritage; development of the written and oral speech culture of pupils.

3. To the subject group defined in this article also belong the following elective subjects: folklore and mythology, western literature of the XIX-XX centuries, the language of a small ethnic minority.

Article 47. Mathematics

1. To the Mathematical subject group belongs the compulsory subject- mathematics (taught in I-XII levels).

2. The main goal of mathematics is to develop analytical, logical, systemic and symbolic thinking and research skills in the minors. The Study of mathematics should make a pupil be able to find skills, which will help him to solve the life's practical problems.

3. To the subject group defined by this article belong the following elective subjects: Drawing, Chess (Special Electronic Program for II-III Classes).

Article 48. Foreign languages

1. The following compulsory languages are united in the subject group of the foreign languages:
 - A) The first foreign language (taught in classes I-XII);
 - B) The Second foreign language (taught in V-XII grades).
 - C) The third foreign language (elective subject, taught in X-XII grades).
2. Teaching of the English language on the first level is compulsory.
3. The teaching of the first foreign language starts from the first class and of the second one in the Class V (except for the non-Georgian schools / sectors specified in paragraph 7 of this article).
4. The authorized and private schools with the status of enhanced teaching of foreign language have a right to start teaching of another foreign language from any class.
5. The public school is authorized to start teaching of another foreign language from the third class in a written agreement with the Ministry.
6. The teaching of foreign languages should develop in the pupil the skill of communication of at least two languages, with the state language at the same time.
7. Non-Georgian schools / sectors have the right to teach their pupils one foreign language, but the state and native languages.
8. One of the main objectives of the Foreign Language Subject Group is that pupils can communicate in a written and oral form in the foreign language / languages. Like all other subject groups, the main attention should be paid to the development of the practical application of acquired knowledge.
9. The school has the right to offer pupils any other language / languages as the second foreign language, which should be defined by the school curriculum.
10. The subject group included in this article possesses the following elective subjects: third foreign language, American studies, western literature of the XIX-XX centuries, the Language of a small ethnic minority.

Article 49. Social Sciences

1. The following compulsory subjects are united in the subject group of the Social Sciences:
 - A) Me and the society (taught in III-IV classes);
 - B) Our Georgia (taught in V-VI classes);
 - C) The history of Georgia and world history (taught in VII-XII classes);
 - C) Geography (taught in VII-VIII classes);
 - D) Geography of Georgia (taught in class IX class);
 - E) Geography of the world (taught in X class);

F) Geography of global problems (taught in XI class);

G) Civil education (taught in VII-X classes);

2. The main objective of the Group of Social Sciences is to promote the upbringing of a citizen with an informed, active and responsible sense; giving the pupil information of the native environment; helping him to determine the country's place in the world's historical and geographical processes; forming him/her as a patriot and a human being. Besides that, teaching of the subjects united in the subject group of Social Sciences has a crucial importance for the development of civil values in the pupils.

3. By the defined article, the subject group also includes the following elective subjects: American Studies, Geographical Survey, Economics and State, Fundamentals of Entrepreneurship, World Culture, State and Law, Observation of Natural Monuments, Ethnography, Military History, and National Defense, Environment and Sustainable Development.

Article 50. Natural Sciences

1. The subject group of natural sciences includes the following compulsory subjects:

A) Natural science (taught in classes I-VI);

B) Grounds of natural sciences (taught in VII class);

C) Biology (taught in VIII-XI classes);

D) Physics (taught in VIII-XI classes);

E) Chemistry (taught in VIII-XI classes).

2. The main objective of teaching of natural sciences is to share the pupil with basics of science and develop research skills in him/her, which will make the pupil be able to comprehend the world, engage in different fields of public activity, feel responsibility towards himself/herself, society and environment.

3. The subject group defined in this article includes the following elective subjects: Basics of Conservation Biology, Medical Biology and Health, Chemical Technologies, Introduction to Modern Physics, Astronomy, Environment and Sustainable Development.

Article 51. Technologies

1. The subject group of technologies includes the compulsory subject: informational and communicative technologies (ICT) (taught at primary and basic levels); The pupils, who have completed the first level for the period of time of establishing the new National Curriculum (study at the secondary level) would have overcome at least the first level of the ICT to finish school. In this case, the school should provide ICT training in any class of basic-intermediate level.

2. The objective of the Technology Subject Group is to promote media and digital literacy levels in pupils; assist them in acquiring specific technologies for different fields and develop the skills

necessary for the use of these technologies, as in integrated teaching with different subjects, in separate learning too.

3. The subject group defined by this article includes the following elective subjects: Computer Science, Multimedia and Design, Practical Course of Music and Computer Programs, Chess (Special Electronic Program for II-III Classes).

Article 52. Aesthetic Upbringing

1. The following compulsory subjects are included in the subjective group of aesthetic:

A) Fine and applied arts (taught in I-IX classes);

B) Music (taught in I-IX classes);

2. The aims of the subjective group of aesthetic education are to develop in pupils imagination, creative-associative thinking and emotional sphere; work out the perceptions, evaluations, environmental awareness and artistic reflection skills of art and music, and thus facilitate the acquisition of different means and forms of expression; help them to learn the universal language of art and through it to share national and world cultural values.

3. The subject group includes the following elective subjects: theatrical arts, fine and applied arts theoretical and practical course, practical course of fine and applied arts, art history, folk ensemble and practical course of music, computer programs, multimedia and design, cinematography.

Article 53. Sports

1. Sports subject group includes the following compulsory subjects:

A) Physical education (taught in I-VI classes)

B) Physical education and sport (VII-XII classes);

2. The objective of the Sports Subject Group is to educate the pupil in physical activities and to facilitate his physical development, besides that, to let him realize the importance of healthy living in human life.

3. The CENM subjective group pupils (in particular, having physical problems: using a wheelchair, having a mental disorder, vision and hearing disorder, etc.) participate in sports lessons and sports competitions in accordance with the individual curriculum developed for them.

4. The subject group defined by this article also includes elective subject - chess (special electronic program for II-III classes).

Article 54. Optional subjects

1. The school may offer different subjects taking into consideration their own resources and pupils' interests.

2. The main objective of teaching elective subjects is to enhance students' attention and enrich their experience. Teaching several subjects chosen by their own will allow pupils to test their own forces in a variety of educational fields and create more accurate ideas of their own tendencies and future choices.
3. Optional subjects are taught at a two-hour loading a week;
4. In the second semester of XII level the elective subjects are not taught;
5. While teaching elective subjects, the class can be composed of parallel and / or different levels of pupils;
6. In the case of opportunities, it is desirable for school to offer the pupils the maximum wide choice of elective subjects.
7. The list of the elective subjects.

One-module subjects the duration of which is one semester				
Type of the Subject	Subjects Group	Duration of one module according to the semester	Modules number	class
1. Basics of Conservation Biology	Natural Sciences	1	1	X/XI/XII
One-module subjects, the duration of which is two semesters				
2. American Studies	Social Sciences, Foreign Languages	2	1	X/XI/XII
3. Geographical Research	. Social Sciences	2	1	X/XI/XII
4. Economics and State	. Social Sciences	2	1	XI/XII
5. Theatrical Art	. Aesthetic Upbringing	2	1	X/XI/XII
6. . Basics of Entrepreneurship	Social Sciences	2	1	X/XI/XII
7. Computer Science	Technologies	2	1	X/XI/XII

8. World culture	Social sciences, aesthetic Upbringing	2	1	X/XI/XII
9. Multimedia and design	Technologies, Aesthetic upbringing	2	1	X/XI/XII
10. Fine and Applied Arts: Theoretical-Practical course	Aesthetic upbringing	2	1	X/XI/XII
11. Fine and Applied Arts: Practical course	Aesthetic upbringing	2	1	X/XI/XII
12. Folklore and Mythology	State Language	2	1	X/XI/XII
13. XIX–XX Century Western Literature	State Language, Foreign Languages	2	1	X/XI/XII
14. Art History	Aesthetic upbringing	2	1	X/XI/XII
15. State and Law	Social Sciences	2	1	XI/XII
16. Monitoring of Natural Monuments	Social Sciences	2	1	X/XI/XII
17. Ethnography of Georgia	Social Sciences	2	1	X/XI/XII
18. Folk Ensemble	Aesthetic upbringing	2	1	X/XI/XII
19. Military History and National Defense	Social Sciences	2	1	X/XI/XII
two-module subjects, the duration of which is one semester (the school may teach only one module or both of them by wish)				
20. Cinematography კინოხელოვნება	Aesthetic upbringing	1	2	X/XI/XII
21 Practical Course of MUSIC-Computer Programs	Technologies, aesthetic upbringing	1	2	X/XI/XII
22. Medical biology and health	Natural sciences	1	2	I მოდ. - X/XI/XII II მოდ. - XI/XII
23. Chemical Technologies	Natural Sciences	1	2	XI/XII
24. Introduction to Modern Physics Natural Sciences	Natural Sciences	1	2	I მოდ. - XI/XII II მოდ. - XII
25. Drawing	Mathematics	1	2	X/XI/XII

26. Astronomy	Natural Sciences	1	2	XI/XII
27. Environment and sustainable development	Social Sciences, Natural Sciences	1	2	X/XI/XII

Sciences				
The subjects, which can be taught for more than a year				
28. The third foreign language	Foreign languages			X/XI/XII
29. The language of the small size nation of the ethnic minorities (it is possible to study in schools and classrooms with a two-hour loading a week) as defined by the Individual-Legal Act of the Minister.	State language, foreign language.			
30. Chess (special electronic program)	Technologies, Mathematics, Sport			II-III

Article 55. The graduation's Hour

In addition to the compulsory and elective subjects, in the hourly schedule of the 12th class the so-called "the graduation's Hours" is envisaged for the subjects in which the school-leaving exams are taken. The aim of the above-mentioned, "Hours" aim is to facilitate the pupil to overcome each concrete subject according to the program defined for the school-leaving exam.

National Educational Curriculum

Chapter X. The Hourly Schedule

Article 56. The Hourly Schedule for the Georgian and non-Georgian public schools / sectors

1. The hourly schedule determines the necessary amount of week and annual loading of the school by classes, semesters and subjects.
2. The hourly schedule for the primary level of the Georgian public schools / sectors:

	classes and Semesters	I class		II class		III class		IV class		V class		VI class	
		I S	II S	I S	II S	I S	II S	I S	II S	I S	II S	I S	II S
	State Language												
1	The Georgian Language and Literature	7	7	7	7	6	6	6	6	5	5	5	5
	Mathematics												
2	Mathematics	4/5	4/5	5	5	5	5	5	5	5	5	4	4
	Foreign languages												
3	The First foreign language	0	1	2	2	3	3	3	3	3	3	3	3
4	The Second foreign language									2	2	2	2
	Social sciences												
5	Me and the community					2	2	2	2				

6	Our Georgia									2	2	3	3
	Natural sciences												
7	Natural science	2	2	2	2	2	2	2	2	3	3	3	3
	Technologies												
8	Informational and Communicative Technology	0/1	0/1							2	2	2	2
	Aesthetic upbringing												
9	Fine Arts and Crafts	2	2	2	2	2	2	2	2	2	2	2	2
10	Music	2	2	2	2	2	2	2	2	2	2	2	2
	Physical education and sport												
11	Physical education	3	3	3	3	3	3	3	3	2	2	2	2
	Entire weekly hour-loading	21	22	23	23	25	25	25	25	28	28	28	28

3. The hourly schedule for the primary level of the Non- Georgian public schools / sectors:

	classes and Semesters	I class		II class		III class		IV class		V class		VI class	
	Subject	I S	II S	I S	II S	I S	II S	I S	II S	I S	II S	I S	II S
	State Language												
1	The Georgian Language As a second language	5	5	5	5	5	5	5	5	5	5	5	5
	Mathematics												
2	Mathematics	4/5	4/5	5	5	5	5	5	5	5	5	4	4
	The ethnic minority languages												
3	The ethnic minority language	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5
	Foreign languages												
4	The First foreign language	0	1	2	2	3	3	3	3	3	3	3	3
5	The Second foreign language									0-2	0-2	0-2	0-2
	Social sciences												
6	Me and the community					2	2	2	2				
7	Our Georgia									2	2	3	3
	Natural sciences												

8	Natural science	2	2	2	2	2	2	2	2	3	3	3	3
	Technologies												
9	Informational and Communicative Technology	0/1	0/1							2	2	2	2
	Aesthetic upbringing												
10	Fine Arts and Crafts	2	2	2	2	2	2	2	2	2	2	2	2
11	Music	2	2	2	2	2	2	2	2	2	2	2	2
	Physical education and sport												
12	Physical education	3	3	3	3	3	3	3	3	2	2	2	2
	Entire weekly hour-loading	22-24	22-25	24-26	24-26	27=29	27-29	27-29	27-29	29-31	29-31	29-31	29-31

1. Annual hourly loading for Georgian and Non-Georgian public schools / sectors

		Subject	I class	II class	III class	IV class	V class	VI class
		State language						
1		The Georgian Language and Literature	224	245	210	210	175	175
	1	The Georgian Language as the	160	175	175	175	175	175

		second language							
		The ethnic minority languages							
	2	The ethnic minority languages	96-160	105-175	105-175	105-175	105-175	105-175	
		Mathematics							
	2	3	Mathematics	128-175	175	175	175	175	140
		Foreign Languages							
	3	The first foreign language	17	70	105	105	105	105	
	4	The first foreign language for Non-Georgian schools/sectors	0-17	70	105	105	105	105	
	4	The second foreign language					70	70	
	5	The second foreign language for Non-Georgian schools/sectors					0-70	0-70	
		Social sciences							
	5	6	Me and the society			70	70		
	6	7	Our Georgia				70	105	
		Natural sciences							
	7	8	Natural science	64	70	70	70	105	105
		Technologies							

8	9	Informational and Communicative Technology	0-32				70	70
		Aesthetic upbringing						
9	10	Fine Arts and Crafts	64	70	70	70	70	70
10	11	Music	64	70	70	70	70	70
		Physical education and sport						
11	12	Physical education	96	105	105	105	70	70

2. The Hourly Schedule according to the classes and the minimal number of the summary tasks

For the Georgian and non-Georgian public schools / sectors

I class

Geo	Non-Geo.	Subject	Number of hours a week		Note
			I Semester	II Semester	
1		Georgian Language and Literature	7	7	

	1	Georgian as a second language	5	5	
	2	Ethnic minority language	3-5	3-5	Ethnic minority languages are taught at least 3 and maximum 5 hours
2	3	Mathematics	4/5	4/5	If the school teaches ICT, Mathematics is taught 4 hours a week
3		The first foreign language	0	1	
	4	The First Foreign Language for Non-Georgian Schools / Sectors)	0	0/1	
4	5	Natural Science	2	2	
5	6	Informational and Communicative Technologies	0/1	0/1	The school decides itself to stop of the teaching of the ICT
6	7	Fine and applied arts	2	2	
7	8	Music	2	2	
8	9	Physical education	3	3	
The required number of hours a week					
For Georgian schools /sectors			21	22	
For non-Georgian schools / sectors			22-24	22-25	

II class

Georgian	Non-Georgian	Subject	Number of hours a week		Note
			I Semester	II Semester	
1		Georgian Language and Literature	7	7	
	1	Georgian as a second language	5	5	
	2	Ethnic minority language	3-5	3-5	Ethnic minority languages are taught at least 3 and maximum h-s
2	3	Mathematics	5	5	
3	4	The First Foreign Language	2	2	
4	5	Natural Science	2	2	
5	6	Fine and applied arts	2	2	
6	7	Music	2	2	
7	8	Physical Education	3	3	
The required number of hours a week					
For Georgian Schools / Sectors			23	23	
Non-Georgian schools / sectors			24-26	24-26	

III class

Geo.	Non- Geo	Subject	Number of hours a week		Note
			I Semester	II Semester	
1		Georgian Language and Literature	6	6	
	1	Georgian as a second language	5	5	
	2	Ethnic minority language	3-5	3-5	Ethnic minority languages are taught at least 3 and maximum 5 hours
2	3	Mathematics	5	5	
3	4	The First Foreign Language	3	3	
4	5	Me and the Society	2	2	
5	6	Natural Science	2	2	
6	7	Fine and applied arts	2	2	
7	8	Music	2	2	
8	9	Physical Education	3	3	
The required number of hours a week					
The required number of hours a week			25	25	
Non-Georgian schools / sectors			27-29	27-29	

IV class

Geo.	Non-Geo.	Subject	Number of hours a week		Note
			I Semester	II Semester	
1		Georgian Language and Literature	6	6	
	1	Georgian as a second language	5	5	
	2	Ethnic minority language	3-5	3-5	Ethnic minority languages are Taught at least 3 and maximum 5 hours.
2	3	Mathematics	5	5	
3	4	The First Foreign Language	3	3	
4	5	Me and the Society	2	2	
5	6	Natural Science	2	2	
6	7	Fine applied arts	2	2	
7	8	Music	2	2	
8	9	Physical Education	3	3	
The required number of hours a week					
For Georgian schools / sectors			25	25	
Non-Georgian schools / sectors			27-29	27-29	

V class

Geo.	Non- Geo.	Subject	Number of hours a week		Note	Minimal compulsory number of the summary tasks
			Semester			Semester
			I	II		II
1		Georgian Language and Literature	5	5	Taking into consideration the Educational objectives and / or pupils' needs, the teacher can use for Language teaching an additional hour (s).	5
	1	Georgian as a second language	5	5		5
	2	Ethnic minority language	3-5	3-5	Ethnic minority languages are taught at least 3 and maximum 5 hours. At the same time, if the school decides to teach another foreign language for 1 or 2 hours, then the teaching for the native Language should be given 3 hours.	5
2	3	Mathematics	5	5		6
3	4	The First Foreign Language	3	3		4
4		The Second foreign language	2	2		3
	5	The Second Foreign Language (for Non-Georgian Schools / Sectors)	0-2	0-2	If the school decides to teach the second foreign language, it can be given 1 or 2 hours.	3

5	6	Our Georgia	2	2		3
6	7	Natural Science	3	3		4
7	8	History	2	2		2
8	9	Fine and applied arts	2	2		2
9	10	Music	2	2		2
10	11	Physical Education	2	2		
The required number of hours a week						
For Georgian Schools / Sectors			28	28		
Non-Georgian schools / sectors			29-31	29-31		

VI class

Geo.	Non-Geo.	Subject	Number of hours a week		Note	Minimal compulsory number of the summary tasks	
			Semester			Semester	
			I	II		I	II
1		Georgian Language and Literature	5	5	Taking into consideration the Educational objectives and / or pupils' needs, the teacher can use for Language teaching an additional hour (s).	3	5
	1	Georgian as a second language	5	5		3	5
	2	Ethnic minority language	3-5	3-5	Ethnic minority languages are taught at least 3 and maximum 5 hours. At the same time, if the school decides to teach another foreign language for 1 or 2 hours, then the teaching for the native Language should be given 3 hours	3	5
2	3	Mathematics	4	4		4	6
3	4	The First Foreign Language	3	3		4	4
4		The Second foreign language	2	2		2	3
	5	The Second Foreign Language (For non-Georgian schools / sectors)	0-2	0-2	If the school decides to teach	2	3

					the second foreign language, it can be given 1 or 2 hours.		
5	6	Our Georgia	3	3		2	3
6	7	Natural Science	3	3		3	4
7	8	History	2	2		2	2
8	9	Fine and applied arts	2	2		2	2
9	10	Music	2	2		2	2
10	11	Physical Education	2	2			
The required number of hours a week							
For Georgian Schools / Sectors			28	28			
Non-Georgian schools / sectors			29-31	29-31			