

Chapter XV. Social Sciences - General Part and Standards

Article 70. Social Sciences - General Part

Introduction

The study of social sciences is important for personal development of the pupils, for the formation of the system of his/her value. By studying the subjects unified in the subject-group of the social sciences, the pupils will learn necessity of care for the family, the immediate environment and their homeland; respect for human life, dignity and rights; civil courage, equality and tolerance.

Objectives and problems of Social Sciences teaching

The teaching of social sciences is aimed at:

- Promoting cognitive, emotional and social development of the pupil;
- Civil bringing-up of the pupil;
- Development of the skills needed for the study of social sciences.

The objectives of teaching social sciences are, as follows:

- Promoting the development of the pupil's personality;
- Establishment of human values for the pupil;
- Development of social skills (ethics, ecological literacy, entrepreneurship, risk assessment in the extraordinary situation and safely action) for the pupil;
- Establishment of positive attitude towards homeland and its culture for the pupil;
- Promoting the pupil to become one of the world's perfection and determining the place of Georgia in the ongoing processes;
- Development of creative and critical thinking for the pupil;
- Establishment of a positive attitude towards finding and searching for the pupil;
- Development of specific skills required for determining historical and geographical events and regularities for the purpose of creating and using visual facilities and orientation in time and space and interpretation of facts and events for the pupil.

Organizing the teaching of social sciences

Social Sciences are taught in the compulsory form on all three levels of general education. This sub-group includes united subjects - "me and society", "our Georgia", history, geography, civic education. The learning process is constructed on the principle of continuity and provides for the peculiarities of the pupil's age.

Social Sciences are taught in classes III-VI on the primary level. The subject is presented in III-IV classes - "me and the society", and in the V-VI classes as "our Georgia". On this level, this subject implies integrated education of social sciences.

On the basic and secondary levels, social sciences are taught as independent disciplines.

	Primary Level						Base Level			Average Level		
	1	2	3	4	5	6	7	8	9	10	11	12
Me and the society												
Our Georgia												
History												
Geography												
Civil education												
Selective subjects												

Evaluation in Social Sciences

In the process of study-teaching of Social Sciences it is used developing and defining evaluations.

The main objectives of the class evaluations are, as follows:

- A) To show how it is conducted the process of constructing the knowledge of the pupils and interconnecting knowledge in memory;
- B) Before the beginning of the new academic subject / topic, to determine the prior knowledge and performance of the pupil;

- C) To reveal how well and effective steps are taken by the pupil to achieve a specific study objective;
- D) To conclude all three categories of knowledge;
- E) To show how much the pupil is able to use the knowledge combinations in the complex way.

In order to solve the basic tasks, the priority in the class evaluations should be assigned to complex and contextual tasks, the implementation of which enables the pupil to use the different components of knowledge in the interact and contemporary way.

Components of the current (home and class) tasks:

In the process of study-teaching of the social sciences, the pupil should be evaluated by the following types of activities:

1. Testing work;
2. Working on the map (drawing up the map (including puzzle), correcting the mistakes on it, simulative trip on the map, etc.);
3. Creating diagrams, scales (time scales);
4. Finding the information, photo collection and preparing the presentation, arranging the exhibitions;
5. Discussing the story, animated / fictional/ documentary film, video film advertisement, musical clip, life accident, literary work;
6. Making a creative product (slogan, poster, drawing, comics, flier, essay, story, booklet, wall newspaper, model, emblem, video film advertisement, album, photo collage (using the time scale);
7. Creation of documents (class "constitution", daily regime", reportage, etc.");
8. Researching project (survey, interview, reportage and etc.);
9. Planning and implementing the projects oriented to solve charitable and social problems;
10. Excursion;
11. Discussion (debate, talk show);
12. Role playing (Imitation of Public Structure, Simulative Court, etc.)

The Component of summary tasks

The Component of the summary evaluations is related to the study-teaching results. This component should evaluate the results achieved through the study and processing of one study section (topic, chapter, paragraph, issue). Upon completion of a particular study unit, the pupil should be able to present knowledge and skills of the subjects of social sciences defined by the standards.

Consequently, the summary evaluations should examine the results defined by the standards of foreign languages.

Types of summary tasks:

To implement the standard requirements, it is recommended to use the various forms of summary evaluations. The types of summary evaluations of social sciences can be, as follows:

1. Finding the information, photo collection and preparing the presentation, arranging the exhibitions;
2. Discussing the story, animated / fictional/ documentary film, video film advertisement, musical clip, life accident, literary work;
3. Making a creative product (slogan, poster, drawing, comics, flier, essay, story, booklet, wall newspaper, model, emblem, video film advertisement, album, photo collage (using the time scale);
4. Researching project (survey, interview, reportage and etc.);
5. Planning and implementing the projects oriented to solve charitable and social problems;
6. Excursion;
7. Discussion (debate, talk show);
8. Role playing (Imitation of Public Structure, Simulative Court, etc.)

The requirements, which should satisfy the summary evaluations

- Each type of the task should be accompanied by a general rubric of its evaluations (if the (reading/listening) is receptive task, then the evaluation scheme would be attached to each test question);
- General rubric should be substantiated in accordance with the task condition and the learned material;
- It should be indicated the very results of the standard, for the examination of which the summary of the task is intended to serve.

Article 71. The standard of social science on the primary level - "Me and the Society"

Introduction

The subject "Me and the Society" prepares the pupils to study disciplines of social sciences - history, geography and civic education. The pupil stands in the center of teaching course and his/her surrounding world, which is intended to implement the cognition of it by processing of the various

topics during the study-teaching of the subject. The active social environment consequentially would be presented before the pupil.

The Objectives

The subject "Me and the Society" in the III-IV classes is aimed at developing a pupil's responsibility and care attitudes towards him/herself, family, community, natural environment and cultural heritage; also:

- Helping to perceive him/herself as a member of the society;
- Promoting the development of the skills of socialization and self-expression;
- Making him/her realize, that the love of the homeland begins with the care of its environment;
- Ability to work adequately and ethically in the environment;
- Teaching to take care of his/her own and family members' health and safety;
- Developing the ability to adequately act in case of different types of disaster;
- Establishing ethics and moral values in accordance with the age.

The Description of the Directions:

1. Personal Development - The purpose of the direction is to teach the pupil self-esteem that will help in determining his/her capabilities in the future; also develop a sense of responsibility. This direction of the subject will help the pupil to cure a healthy lifestyle (protection of personal hygiene and order, healthy eating, physical activity); it will help to develop a person with dignity, responsibility, who will have moral principles, the skills of self-control and self-expression.

2. Initiative and Entrepreneurship - The goal of the direction is to develop a critical and innovative thinking of the pupil; equip him/her with such skills as: making a decision, rational action, identifying the problem and solving it, planning time and resources, spending and saving.

3. Social-Cultural Development, Citizenship and Security - The aim of the direction is to raise the interest of the school to its own city / village and its own side; To show the pupil his/ her place in the native environment; teach to participate in social and cultural processes around him/her; introduce him/her the possible threats caused by the extraordinary situations; develop the skills of self-preservation and safe behavior in emergencies. At the same time, the pupil must understand the time phenomenon; see how life events develop and what kind of changes are in his/ her local environments. The mentioned direction promotes to establishing the human values (non-violent ways of action, tolerance, equality) formulating and upbringing the active citizen, who has thought the meaning of common rules, takes care of his family, the school, the natural environment and historical heritage, perceives the importance of the State Institute existing in his/her country.

Standards of III-IV classes

A) The results to be achieved at the end of the IV class

Definition of indices

Each outcome of the standard on the primary level is preceded by the index, which indicates the subject, the level of teaching and the number of the standard results; for example, "s. s." pr. "(I)" "1".

"ss." - Indicates social sciences;

"pr." - indicates the primary level;

"(I)" - indicates that the standard includes III-IV classes;

"1" - indicates the standard result number.

The Standard of "Me and Society" (III-IV classes)	
Results Index	1. Direction: Personal Development
	The results of the standard A pupil should be able to:
S. S. pr.(I).1.	Percept him/herself as a member of community groups - family, friendship, school, community;
S. S. pr.(I).2.	Care and respect for him/herself and other people;
S. S. pr.(I).3.	Realize the age-appropriate moral categories and act in accordance with ethical norms adopted in society;
S. S. pr.(I).4.	Maintain a healthy lifestyle (personal hygiene, healthy eating, sport activities);
S. S. pr.(I).5.	Manifest the considerate attitude towards the native culture.
	2. Direction: Initiative and Entrepreneurship
	A pupil should be able to:
S. S. pr.(I).6.	Plan the own activities and realize its expected results; plan and save the resources;

S. S. pr.(I).7.	Realize the importance and need of different professions and activities;
S. S. pr.(I).8.	Manifest the age-related consumer and economic skills.
	3. Direction: Social-Cultural Development, Citizenship and Security
	A pupil should be able to:
S. S. pr.(I).9.	Connect events with time and adequately use the terms - past, present, and future;
S. S. pr.(I).10.	Connect the values (e.g. protect ethical behavior norms, fairness, responsibility, realization and appreciation of the country's cultural diversity) with the real situations;
S. S. pr.(I).11.	Connect legends and myths, cultural-historical monuments, important events, historical and modern personalities with the local environment;
S. S. pr.(I).12.	Realize the functions of different socio-cultural institutions presented in the pupil's living environment (e.g. school, university, medical institution, museum, cinema, club and police);
S. S. pr.(I).13.	Realize the rights and duties of the child, as well as the responsibility of family and society;
S. S. pr.(I).14.	Adopt the rules of behavior, make an agreement and protection with the peers about that; reveal tolerance towards people with different culture, nationality, and capability;
S. S. pr.(I).15.	Act in an extraordinary (during natural disasters) and living situation (e.g. street, transport and excursion) in the context of civil safety rules:
S. S. pr.(I).16.	Find the peaceful ways of solving the problem in conflicting situations;
S. S. pr.(I).17.	Care of the natural environment and historical heritage.

B) The content

Basic conceptual categories and study topics

The subject "Me and the Society" in the III-IV classes will teach the pupils social environment by the institutions (family, school, religious circle, friends, neighbors/yard, street, media), that provides the process of integration of a person to the society. Subject training will be conducted on the background of the following conceptual categories and topics:

Concepts and terms:

1. Person, I, as a member of community groups (family, school, friends, neighbors, communities);

2. Time, continuity and change (past, present, future);
3. People, location, environment (people around me, place where I live, emergencies, natural environment);
4. Economics (profession, personal and public property, saving, resources);
5. Citizen (responsibility, healthy lifestyle - personal hygiene, healthy food, physical activities, care, participation);
6. Values and culture (moral categories, diversity, equality, conflict overcoming, protection of environment, cultural heritage protection).

Taking into consideration the peculiarities of pupils' age, concepts should be developed based on visible examples. The pupils will consider the meaning of them by the concrete examples and use the very concepts accordingly. On this level the theoretical teaching of the concepts and their explanations is inadmissible.

Themes:

- My family;
- School environment, friends and peers;
- Environment in which I live;
- Where and how do I get education?
- Media and information;
- Me and my country.

Compulsory themes:

The themes for the class III

Theme	Questions related to the results of the study topic are: Provoking a particular question in the column (i.e. encouraging and introducing the pupil's interest towards them) can be considered as a purpose of two -three or more lessons of "Me and the Society".	Basic themes
1. My family	How can I express my respect for family my members (mother-in-law, brother-in-law and grandmother-grandfather)? (s. s. pr. (I) 1, 2, 3, 5, 10, 13);	Family; Generation;

	<p>Why do my old family members give me advice / remarks? (s. s. pr. (I) .1, 2, 13);</p> <p>Why and how should family members feel about each other? (s. s. pr. (I) .1, 2, 3, 10);</p> <p>How do we share the work in the family? (s. s. pr. (I) .1 (2) 1, 2, 3, 10, 13)</p> <p>Why and how should we esteem the work of all family members (mother, father, brother-in-law, grandparents, etc.)? (s. s. pr. (I). 2, 3, 6, 7, 8, 14);</p> <p>What responsibilities do I have towards my family? (s. s. pr. (I). 1, 2, 13, 16);</p> <p>Why do I want to behave well? What is the reason people show moral behavior? (Why should I respect my mother and my father, do not lie, do not blame, etc.)? (s. s. pr. (I) .2, 3, 10);</p> <p>Why and how to protect common and personal hygiene in the family? (s. s. pr. (I). 1, 2, 4);</p> <p>How to maintain a healthy lifestyle; what is the importance of healthy eating? (s. s. pr. (I) .4);</p> <p>How can we make the family environment fine (house, yard)? (s. s. pr. (I). 2, 6);</p> <p>What, why and how we care about family (e.g. plant, domestic animal, toy, relic)? (s. s. pr. (I). 1, 5, 17);</p> <p>12. Why and how should I protect the security rules (s. s. pr. (I) .15);</p> <p>Why and how should I use resources in my (e.g. water, electricity) in a reasonably (economically) family? (s. s. pr. (I). 6, 8, 17).</p>	<p>Ancestor; Savings; Family traditions;</p>
<p>2. School environment, friends and peers</p>	<p>What rights and responsibilities do I have at school? Why and how should all children's rights be protected at school? (s. s. pr. (I) .1, 2, 3, 10, 13, 14);</p>	<p>A pupil/teacher friend/Peers;</p>

	<p>Why and how should we respect classmates, teachers and other staff?(s. s. pr. (I) .1, 2, 3, 5, 14);</p> <p>How can we help our peers in different situations? (s. s. pr. (I) .10, 15);</p> <p>Why is it important to commit kind actions, support? (s. s. pr. (I) 2, 10, 13)</p> <p>How can we avoid or resolve conflict with peers peacefully? (s. s. pr. (I) .10, 16);</p> <p>Why cannot be used violence in the name of the religious view / belief? (s. s. pr. (I). 13, 14);</p> <p>How can we avoid diseases in school, how to protect personal hygiene and healthy? (s. s. pr. (I). 4);</p> <p>How to act in extraordinary situations at school (s. s. pr. (I). 15);</p> <p>How and why should we build a safe school environment? (s. s. pr. (I). 1, 2, 13, 15);</p> <p>Why is it important to observe the rules of behavior of all schoolchildren? (s. s. pr. (I). 1, 10, 14);</p> <p>What can I do to improve my school environment with my peers (e.g. making space fine, greening, cleaning and arranging the yard)? (s. s. pr. (I). 6, 17);</p> <p>Why and how does my school differ from my parents', grandparents' school, which they have left? (s. s. pr. (I). 9, 11);</p> <p>How do people of various profession working at school care for it? (s. s. pr. (I). 7);</p> <p>How would it be useful my knowledge in future (e.g. for which profession I am dreaming of)? (s. s. pr. (I). 6, 7, 9);</p> <p>Why do you have equal opportunities and conditions for the development of every girl and boy in school? (s. s. pr. (I). 2, 13, 14).</p>	<p>School;</p> <p>Study/Work;</p> <p>Rules;</p> <p>Security;</p> <p>Right/Duty/Responsibility</p>
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<p>3. The environment in which I live</p>	<p>How do we/my peers and I participate in the life of our community(s. s. pr.(I).1, 5, 13);</p> <p>What does unify the residents of our district and what is the general care of us, how can I help my community (assistance individually, public activity)? (s. s. pr. (I). 1, 10, 14);</p> <p>Why is it important to respect each other for peaceful coexistence in the community? (s. s. pr. (I).2, 3, 10, 14, 16);</p> <p>How to avoid natural disasters and how to act in emergency situations (my and others' safety)? (s. s. pr.(I). 15);</p> <p>How and why do you follow traffic rules in the street? (s. s. pr. (I). 15);</p> <p>Why and how to protect my community's natural and cultural environment? (s. s. pr. (I) .5, 17);</p> <p>Why do we celebrate a holiday in our community as a tradition? (s. s. pr. (I). 5, 9, 10, 17);</p> <p>Which establishments are necessary in the life of the village / town? (s. s. pr. (I).8, 12, 15);</p> <p>Why do we need people of different professions around us? (s. s. pr. (I). 7);</p> <p>Why do we buy different goods and services? (s. s. pr. (I). 6, 8.);</p> <p>Why are sports and places for rest necessary for my community? (s. s. pr. (I). 4);</p> <p>Why is it important to know the history, landmarks, and the present situation of my village / town? (s. s. pr. (I). 5, 9, 11, 17).</p>	<p>District / Community;</p> <p>Worthy person;</p> <p>Sightseeing;</p> <p>Tradition of Ours;</p> <p>Volunteering;</p> <p>Goods, Services</p>
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The themes for the IV class

Theme	Questions related to the results of the study topic are: Provoking particular questions given in the column (i.e. encouraging and introducing the pupil's interest towards	Basic themes
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	<p>them) can be considered as a purpose of two -three or more lessons.</p>	
<p>1. Where and how do I get education?</p>	<p>What is the importance of education for my future life? (s. s. pr. (I). 6, 7, 10);</p> <p>What can be learned in the result of the activities made beyond the lessons (e.g. excursion, museum, performance)? (s. s. pr. (I). 1, 3, 4, 5, 9, 10, 11, 15).</p> <p>Why is the education the right of all children? (s. s. pr. (I).13);</p> <p>What is the difference between legal and illegal ways of achieving the goal? (s. s. pr. (I). 13, 14);</p> <p>Why do not I appropriate someone's work (e.g. classmate's school work)? (s. s. pr. (I). 3, 10, 16);</p> <p>How and why should we use the library? (s. s. pr. (I). 12);</p> <p>What do we learn and how to behave in theatre, cinema, exhibition and museum? (s. s. pr. (I). 3, 12);</p> <p>For what purpose and how do we plan various arrangements? (s. s. pr. (I). 6, 8, 15);</p> <p>How do we deal with safety rules (we do not leave fire; we do not touch the unfamiliar things and animals)? (s. s. pr. (I). 2, 6, 8, 15, 17);</p> <p>What information do the historical monuments provide about the environment and our country? (s. s. pr. (I). 5, 9, 11, 17);</p> <p>Why do we need sports either girls or boys, also young and old people? (s. s. pr. (I). 4);</p> <p>Why do we read books? (s. s. pr. (I). 3, 6);</p> <p>What are the results of the work and why is the best way to work for achieving the goal? (s. s. pr. (I). 3, 6);</p>	<p>Study/teaching/education;</p> <p>Experience;</p> <p>Rights / obligations of the child;</p> <p>Perspective/success;</p> <p>Behavior norms;</p>

	Why is impermissible to use child’s work maliciously? (s. s. pr. (I). 2, 10, 13).	
2. Media and information.	<p>Where do we get information and how do we use it? (s. s. pr. (I).6);</p> <p>Why would the unchecked information cause the conflict? (s. s. pr. (I). 16);</p> <p>Why and how do I express my respect for other people regardless of their different religious beliefs or ethnic origins? (s. s. pr. (I). 2, 3, 10, 14);</p> <p>Why should we listen to different opinions? (Cook) (s. s. pr. (I) 2, 3, 14)</p> <p>How was the information passed/spread in old time and how does it happen at present? (s. s. pr. (I). 9, 11);</p> <p>What time should I spend for the informative technological means during my daily regime (TV, Internet)? (s. s. pr. (I). 2, 4, 6);</p> <p>What information can I get from the advertisement? (s. s. pr. (I). 6, 8);</p> <p>What is the profit of the social advertisement (which illustrates e.g. ecology problems or appeal for the civil activity)? (s. s. pr. (I). 2, 6, 10, 12, 13, 14, 15, 16, 17);</p> <p>Whom and how should I address in the extreme situations (personal safety, public problems)? (s. s. pr. (I). 15);</p> <p>How can I share information with my peers about the children’s rights? (s. s. pr. (I). 13).</p>	<p>Rights / obligations of the child;</p> <p>Perspective/success;</p> <p>Behavior norms;</p> <p>Journalist/a person who gets information;</p> <p>Attitude/modern technologies;</p> <p>Communication;</p> <p>News;</p> <p>Useful/useless;</p> <p>Information;</p> <p>Source of information,</p> <p>Social network;</p> <p>Advertisement/social advertisement;</p> <p>Daily regime.</p>
3. Me and my country	<p>Why should I love my country and care for it? (s. s. pr. (I). 5, 10, 11, 13, 17);</p> <p>Why should I respect the flag and emblem of my country? (s. s. pr. (I). 5, 10).</p> <p>Why should I take care of the nature of my country? (s. s. pr. (I). 6, 10, 17).</p> <p>Why do I need to be responsible for natural resources?</p>	<p>Customs / tradition;</p> <p>National holidays;</p> <p>Tolerance, respect;</p>

	<p>(s. s. pr. (I). 6, 8, 17);</p> <p>Why should we protect the public order (in motion, transport, in the street) (s. s. pr. (I). 2, 13, 15);</p> <p>What results will be received in the case of abrogating the rules and laws? (s. s. pr. (I). 2, 3, 10, 13, 14, 17);</p> <p>Why is it important to promote a healthy lifestyle for the country? (s. s. pr. (I). 4).</p> <p>Why do we celebrate national holidays defined by Georgian legislation (e.g. the Day of Independence, Easter)? (s. s. pr. (I). 1, 9, 11);</p> <p>How do the individual items / monuments (e.g. the ruins of the fortress, the cathedral) reflect the history of my country? (s. s. pr. (I). 9, 11, 17);</p> <p>How are religious beliefs/opinions revealed in cultural monuments and traditions? (s. s. pr. (I). 9, 10, 11, 17);</p> <p>Why are the public institutions necessary for the country (e.g. opera, theatre, museum, medical institution and municipality)? (s. s. pr. (I). 12);</p>	<p>Rule /law;</p> <p>Rights / obligations;</p> <p>Population;</p> <p>Generation / ancestor;</p> <p>Heritage</p> <p>Symbols;</p> <p>country;</p> <p>Management.</p>
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Evaluation

In the process of teaching "Me and the Society", only the developing evaluation is used. Its objectives are set out in the general part of the standard of social science.

In the course of study and teaching, the pupil should be evaluated by the following types of activities:

1. Making up a creative product (poster, drawing, comics, flier, booklet, wall newspaper, model, emblem and etc.);
2. Engaging in class activities;
3. Getting the information and preparing its presentation;
4. Writing a composition, topic, a letter, fairy tale, fable, poem, crossword puzzle, ending the endless history;
5. Discussing the story, photos, animated / fictional film, video advertisement, music clip; examining the life event;
6. Excursion;

7. Creation of documents (class "constitution", daily regime "petition, etc.");
8. Researching project (questionnaire, interview, reportage and etc.);
9. Planning and implementing the projects focused on solving charitable and social problems;
10. Discussion (debate);
11. Role Playing.

The pupils' participation in these activities will be evaluated by the developing assessments of rubrics, which examine the pupil's individual progress on the one hand and on the other - the degree of knowledge acquired in the learning process (three categories of knowledge - the declarative, procedural, and conditional).

The order №182 of the Ministry of Education and Science of Georgia, dated December 30, 2016, website, 03.01.2017.

Article 72. The Standard of Social Sciences at the Primary Level - "Our Georgia"

Introduction

The subject "Our Georgia" implies the integrated teaching of the basics of social sciences. Within the frames of the very subject, the pupil will study geography, history, ethnographic peculiarities and modern state of Georgia (e.g. the regions of Kartli, Kakheti, Guria, etc.).

The curiosity of the pupil in the course of study and teaching of the subject will be kindled towards the past and present of the country; the history, culture and ethnography of the geographical region. There will be roused a motivation in the pupil to contribute to solving public problems. This will make him feel a sense of love for the motherland and help in the creation of civic consciousness.

Objectives

The objectives of the subject "Our Georgia" are to help the pupil:

- To multilaterally realize and understand our country;
- To kindle the curiosity towards the country's past and modernity;
- To realize that ethnographic, natural, ethnic, religious and cultural diversity of Georgia is the wealth of our country;
- To develop a caring attitude towards its region and country;
- To percept him/herself as the public and state member;
- To develop the skills, which are necessary for studying social sciences;
- To develop civil consciousness;

- To develop the skills necessary for living in civil society;
- To develop the ability to assess the extreme situations dangerous for life and health and to act adequately.

The standard of the V-VI classes

A) The results to be achieved at the end of the VI class

Definition of indices

Each outcome of the standard on the primary level is preceded by the index, which indicates the subject, the level of teaching and the number of the standard results; for example, "s. s." pr. "(II)" "1".

"ss." - Indicates social sciences;

"pr." - indicates the primary level;

"(II)" - indicates that the standard includes V-VI classes;

"1" - indicates the standard result number.

The Standard of "Our Georgia" (V-VI classes)	
Results Index	1. Direction: Time, Space and Variables
	A pupil should be able to:
S. S. pr.(II).1.	Understand and convey the chronological view of historical facts and events. Connect them with the modern socio-cultural environment and historical heritage;
↳ S. S. pr.(II).2.	Connect legends and myths, important historical events and persons to the local environment; understand the role of a person in the development of the country;
S. S. pr.(II).3.	Study natural and socio-cultural characteristics of Georgia;
S. S. pr.(II).4.	Read the information given on the map with the optional marks in the map legend;

S. S. pr.(II).5.	Understand the causes and consequences of the natural events characteristic to Georgia; adequate reaction towards natural phenomena and protection from them;
	2. Direction: Initiative and Entrepreneurship
	A pupil should be able to:
S. S. pr.(II).6.	Understand the importance and need of trade, other traditional and current professions and activities of the country;
S. S. pr.(II).7.	Identify the initiative, planning of performance-oriented activities based on human and material resources;
	3. Direction: Social-Cultural Development Citizenship and Security
	A pupil should be able to:
S. S. pr.(II).8.	Understand his/her rights as a child, as well as certain rights and responsibilities; realize the own rights and protect the rights of others based on the established rules and laws.
S. S. pr.(II).9.	Understand the current problems / events in the historical and modern context of the society; realize improvement of the mechanisms with own engagement;
S. S. pr.(II).10.	Realize the importance of a healthy lifestyle (personal hygiene, healthy food, traditional and current sports activities) and follow it;
S. S. pr.(II).11.	Understand the importance of protecting the safety rules and act correspondingly in the extreme household situations (e.g. traffic in the street, while traveling, excursion, campaigns and natural catastrophes);
S. S. pr.(II).12.	Realize the values such as the principles of democracy, historical-cultural heritage protection, protection of environment, the meaning of tolerance for the individual and community development;
S. S. pr.(II).13.	Understand the ethnic, cultural and religious diversity of Georgia and show a positive attitude;
S. S. pr.(II).14.	Understand the importance of the natural environment, historical and cultural heritage and reveal the attitude towards it.
S. S. pr.(II).15.	Realize the functions of social-cultural institutions (e. g. school, cultish (religious) buildings, cinema, club, museum, medical institution and police) existing around him/her.

B) Content

The study process should be conducted on the basis of working out the following categories and themes:

Concepts and terms

The standard of the subject "Our Georgia" implies the explanatory and non-explanatory development of the listed concepts:

1. Person, community groups;
2. Time, continuity and change (history, source, fact and interpretation, calendar, century, chronology);
3. Environment, geography, map / place plan; border, natural resources, types of settlements, landscape (natural), ecology / protection of environment, relief, climate, natural events and their defense, emergencies, ethnic group, historical-ethnographic region);
4. Economics (profession, agriculture, industry, trade, transport and communications);
5. State and citizen (community, responsibility, healthy lifestyle, volunteerism, participation, civil security, law, conflict, violence), elections, symbols).
6. Cultural diversity (ethnic, cultural-religious diversity, cultural heritage, museum, tradition / innovation, folklore, writing, traditional sports types, traditional life activities).

Compulsory themes for V-VI classes
Georgian districts (Historical-Ethnographic Division): 1) Kartli; 2) Mtianeti of Eastern Georgia (Tusheti, Pshav-Khevsureti, Khevi, Mtiuleti, Gudamakari, Ertu-Tianeti); 3) Samegrelo; 4) Adjara; 5) Imereti; 6) Kakheti; 7) Guria; 8) Svaneti; 9) Racha-Lechkhumi; 10) Abkhazia;

- 11) Samtskhe-Javakheti;
- 12) The capital of Georgia - Tbilisi;
- 13) State - Our Georgia.

The V class includes teaching of five districts of Georgia: Kartli, Svaneti, Samegrelo, Adjara, Imereti. In VI class, with the rest of six districts of Georgia, are taught the following topics: Tbilisi - the capital of Georgia and the state - our Georgia.

The theme for the V - VI classes

The matrix of the Georgian district is a universal pattern, according to which the material should be constructed around all the districts, certainly, taking into account the specifics of the districts.

Theme	The questions connected with the results of the studying theme standard
Georgian district	<p>The connecting questions with the results of study theme standard:</p> <p>What do we know about Georgia and its districts? (S. S. pr.(II). 3, 4)</p> <p>What can we learn about this or that district of Georgia by the conditional signs, marked on the map (resource, monument, place of battle, city, river, lake, mountain, valley)? (S. S. pr. (II). 3, 4)</p> <p>What and how do the last remnant of the monuments in any district of Georgia narrate about the history of our country? (S. S. pr. (II). 1, 2, 4, 14)</p> <p>Which well-known persons, myths, and legends are related to the history of Georgia? (S. S. pr. (II). 1, 2, 12)</p> <p>Which famous travelers are historically associated with this or that district of Georgia? (S. S. pr. (II). 1, 2, 6)</p> <p>How can the results of war and peace be reflected (e.g. historical ruins, change of borders, change of population) on the history and life of any district of Georgia? (S. S. pr. (II). 1, 9, 12)</p>

	<p>How are the various historical ethnographic districts of Georgia distinguished from one another by the different marks (e.g. folklore, cuisine, clothing, customs, etc.) and what is the reason of it? (S. S. pr. (II). 3, 13)</p> <p>What is the reason, that the representatives of various ethnical, cultural and religious groups live in this or that district of Georgia? (S. S. pr. (II). 1, 3, 13)</p> <p>Why is the traditional activity and agriculture field of Georgia spread in in this or that district of Georgia? (S. S. pr. (II) .3, 6)</p> <p>What causes the peculiarities of settlement and living space type in some of the districts of Georgia? (S. S. pr.(II). 3, 5)</p> <p>How do the people protect themselves from natural disasters, which is typical of Georgia? What causes the formation of natural disasters? (S. S. pr.(II). 5, 11)</p> <p>How can we participate in solving the current problems (e.g. protection of environment, cultural heritage, eco-migrants, refugees, accessibility of education, not knowing the state language) for a particular district of our country? (S. S. pr.(II). 7, 12, 14) * From this list we should draw out and review the social problem typical of the particular district.</p> <p>How can I defend my and my peers' rights in a peaceful way, and what means should I be able to use for stopping the harmful behavior of violence for the society? (S. S. pr.(II) 7, 8, 9, 10, 12)</p> <p>What problems can the irresponsible behavior and ignorance of duties committed by me and my peers cause in my district? (S. S. pr. (II). 9, 10, 14) Why is it important that girls and boys should keep a healthy lifestyle and how can Georgian traditional kinds of spots spread in any district of Georgia, promote a healthy lifestyle? (S. S. pr. (II).10).</p> <p>Why was necessary the existence of the social and cultural institutions in different districts of Georgia and still it is in need at present (e.g. school, academy, cultic (religious) buildings, library, theatre, museum)? (S. S. pr. (II). 1, 6, 15)</p>
<p>Tbilisi, city of Georgia</p>	<p>How was Tbilisi founded? How has it become the capital of Georgia? What kind of appearance did it have in the historical past? (S. S. pr. (II).1, 2, 13)</p> <p>How can the effects of war and peace be reflected (e.g. historical ruins, change of borders, change of population) in Tbilisi history and life? (S. S. pr. (II). 1, 12)</p> <p>What and how do the last remnant of the monuments tell about the history of Tbilisi (e.g. Narikala, Metekhi)? (S. S. pr. (II) 1, 14)</p>

	<p>How is distinguished historical and modern Tbilisi? How does the picture or photo tell about the history and development of Tbilisi? (S. S. pr. (II). 1, 2, 3, 6, 14)</p> <p>Why do Tbilisi districts have different looks (architecture, population)? (S. S. pr. (II). 1, 3, 5, 15)</p> <p>Why are Rustaveli Avenue and Freedom Square considered to be the center of Tbilisi (according to the cultural-political meaning)? (S. S. pr. (II) .15)</p> <p>With what is the diversity of professions and various activities conditioned in Tbilisi? (S. S. pr. (II). 1, 3, 6, 13, 15)</p> <p>Why do the representatives of different ethnical, cultural and religious groups live in Tbilisi? (S. S. pr. (II). 1, 3, 12, 13)</p> <p>How was reflected/do reflect art and literature in Tbilisi? (e.g. Pirosmani, Grishashvili and others) (S. S. pr. (II) 1,2,3)</p> <p>How can we use conditional signs reflected in the city plan for orientation in Tbilisi city? (S. S. pr. (II) .4)</p> <p>Why is the protection of environment in Tbilisi considered to be a severe problem (ecology, air pollution)? (S. S. pr. (II). 9, 14)</p> <p>28. How do we use touristic and resting (recreational) zones for a healthy lifestyle? (S. S. pr. (II).10)</p>
<p>State-Our Georgia</p>	<p>When and how were founded and created the Georgian State and Georgian script? (S. S. pr. (II). 1,2,14)</p> <p>What is the meaning of the state border and why can it be changed? (S. S. pr. (II). 1,2,4)</p> <p>What can we learn about Georgia with the help of the conditional signs marked on the various types of maps? (S. S. pr. (II). 4, 5)</p> <p>What problems can the irresponsible behavior and ignorance of duties committed by me and my peers cause in my country? (S. S. pr. (II). 8, 12)</p> <p>How can we contribute to developing our country on the foil of the existing challenges (ecological problems, road safety, healthy lifestyle, accessibility of education, problem of violence, not knowing the state language, etc.)? (S. S. pr. (II) 7, 9, 10, 12)</p> <p>Why is my duty to protect the country's historical and cultural heritage and the environment? (S. S. pr. (II) 7, 9, 14)</p>

	<p>Why is ethnic, cultural and religious diversity characteristic to Georgia? (S. S. pr. (II). 3, 13)</p> <p>Why are the various ethnographic traditions typical of Georgia? (S. S. pr. (II) .1, 3, 13)</p> <p>How do the different institutions take care of the protection and realization of our rights (e.g. Parliament, Court, Ministries, Educational Institutions, Theatre, Museum)? (S. S. pr. (II) .15)</p> <p>How does the State care for our civil security? (S. S. pr. (II) .11)</p> <p>How can I let the government know about the important matters with the means I possess at hand (S. S. pr. II. 7, 8, 9, 12)</p>
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Subparagraph 4.Evaluation

In the course of study-teaching of the subject „Our Georgia" it is used the developing and defining evaluation. Its tasks are established in the general part of the standard of social science.

In the process of study and teaching of the subject and in the current component of evaluation, the pupil should be evaluated by the following types of activities:

In the process of study-teaching of the subject the pupil should be evaluated by the following types of activities:

13. Work on the map (creation of map (including puzzle), correction on the map, simulative trip on the map and more);
14. Creating diagrams, scales (time scales);
15. Finding information, photo materials and preparing presentation, arranging exhibition;
16. Discussing the story, animated / fictional/ documentary film, video film advertisement, musical clip, life accident, literary work, source;
17. Making a creative product (slogan, poster, drawing, comics, flier, essay, story, booklet, wall newspaper, model, emblem, video film advertisement, album, photo collage (using the time scale);
18. Researching project (survey, interview, reportage, research, rules of behavior ("constitution"), daily regime, " diary of friendship", exhibition);
19. Creation of documents (class "constitution", daily regime", petition, etc.);

20. Researching project (survey, interview, reportage, etc.);
21. Planning and implementing the projects oriented to solve charitable and social problems;
22. Excursion;
23. Discussion (debate, talk show);
24. Role playing (imitation of public structure, simulative court, etc.)

The pupils' participation in these activities should be evaluated by the evaluating rubrics, which, on the one hand, examine the pupil's individual progress and, on the other - the degree of knowledge acquired in the learning process (three categories of knowledge - the declarative, procedural, and conditional).

The summary evaluation should be presented as a complex task.

The complex task can be as follows:

1. Conducting a survey of excursion in the part of this or that district (for example, Kartli) (about its historical-geographical-social problems) of Georgia and presenting the results;
2. Holding an arrangement in respect of any of the districts of Georgia, in which the data of history, geography and civic education are reflected;
3. Presenting an episode of any historical event of this or that district of Georgia with playing a role;
4. Creating the models with the purpose of comparing the characteristics of two districts of Georgia;
5. Visiting the Ethnographic Museum to study its sights;
6. Creating the informative-advertising booklet about a certain district of Georgia;
7. Connecting with the peers living in the different districts of Georgia using Skype, telephone or other technical means with the purpose of exchanging the information and generalizing the gathered information around the peer' problems.
8. The implementation of simple civic projects (ecology, emergency situations, healthy life) for some of Georgia's districts.

The requirements, which should satisfy the summary evaluations

- Each type of the task should be accompanied by a general rubric of its evaluations (if the (reading/listening) is receptive task, then the evaluation scheme would be attached to each test question);
- General rubric should be substantiated in accordance with the task condition and the learned material;

- Pints should be divided into the criteria of which the rubric is made up.
- It should be indicated the very results of the standard, for the examination of which the summary of the task is intended to serve.

The order №182 of the Ministry of Education and Science of Georgia, dated December 30, 2016, website, 03.01.2017.

Chapter XXIII. Social Sciences - Annual Programs according to the Classes

Article 87. Annual Programs of Social Sciences

"Me and the Society"

In the previous part of the subjective program of the social sciences of the National Curriculum, for the subject "Me and the Society" there are given the annual programs of the III and IV classes. The goal of the programs is to give practical recommendations to the teacher for working out the standard results and achieving them in the process of teaching of the educational themes.

The annual programs are presented as schemes (see Scheme 1). Every scheme corresponds to each study topic.

The study topics of III class are:

- 1) My family;
- 2) School environment, friends and peers;
- 3) Environment in which I live.

The study topics of IV class are:

- 1) Where and how do I get education,
- 2) Media and information;
- 3) Me and my country.

Scheme 1.

1	The results of the standard	The questions and key concepts connected with the study topic standard
2		
3		Questions: Concepts:
4	Recommendations:	
5	examples of class activities	
	Tasks for independent work:	

N1. In the first column the presented results of the standard "Me and the Society" are divided into eight groups; In particular, the results 7, 8, 9, 11, 13 are presented in the united form, as for the results 14, 16, 15 and 17, they are presented in the individual columns. In the annual program (if we do not take into account the separate exceptions presented in the IV class themes), one will not be able to find the columns with the results 1, 2, 3, 5, 6, 10, 12, because these results have a penetrating feature. Accordingly, they are all considered in the column.

According to the annual program in connecting with all six topics it is shown how these results should be processed.

N2. The second column gives the questions related to the concrete results of the study topic (for example, where and how to get education). They are not questions that the teacher should ask the pupils. The teaching process should serve to provoke into getting the answers to these questions. The provocation of particular questions given in the column is considered to be an objective of several lessons.

N3. This part of the scheme provides key concepts, which are of decisive importance to overcome the concrete results of the standard.

N4. The column displays examples of class activities that implement the concrete results of the standard.

N5. The column displays examples of homework tasks that enable pupils to overcome specific concrete results.

III class

Theme: My family

1. Results of the standard (economic skills)	The questions and key concepts connected with the results of study topic standard
<p>(S. S. pr. (I). 7. The pupil should be able to realize the significance and necessity of different professions / family activities;</p> <p>(S. S. pr. (I). 8. The pupil should be able to reveal consumer and economic skills appropriate to the age.</p>	<p>Questions:</p> <p>What responsibilities do I have towards my family?</p> <p>Why and how should we appreciate the work of all the members of the family (mother, father, grandfather and grandmother)?</p> <p>Why and how do we use resources (e.g. water and electricity) reasonably (economically) in the family?</p> <p>Concepts:</p> <p>Family, my property, family property, saving, profession.</p>
Recommendations	
<p>Examples of class activities:</p> <p>Discussion of the animated film / poem / tale „Cricket and ant"</p> <p>Staging „Cricket and ant" by using drama-pedagogics; Then having interview with the main characters about the objectives, which gave them possibilities to make each decision;</p> <p>Discussion about the topic concerning the work of each member of the family (mother, father, sister, brother), which is important, indispensable and invaluable;</p> <p>Mental attack: Which resources should we use responsibly and carefully in the family? Why?</p>	

<p>Samples of tasks for independent work:</p> <p>Preparing short works related to any profession;</p> <p>Having an interview with the peers about the desirable profession and the reasons for the choice;</p> <p>Presentation of results.</p>	
2. Results of the standard (protection of environment)	The questions and key concepts connected with the results of study topic standard
S. S. pr.(I). 17. The pupil should be able to care for the natural environment and the historical heritage.	<p>Questions:</p> <p>How can we make the family environment be fine (house, yard)?</p> <p>What, why and how to take care of the family (e.g. plant, domestic animal, toy, relic)?</p> <p>Why should we use resources (water, electricity) reasonably (economically) in the family?</p> <p>Concepts:</p> <p>Family, heritage, responsibility, care, participation, protection of environment.</p>
Recommendations	
<p>Class activities:</p> <p>Discussion: What is the difference between the well-cared animal, (e.g. dog, parrot), plant, bird or toy and careless ones in the family;</p> <p>Reviewing the episodes from the animated film "Snow White and the Seven Dwarfs" for illustrating that, how the main character of the cartoon cares for the family environment.</p>	
<p>Samples of tasks for independent work:</p> <p>Preparing the presentations about the theme "I decided to take care of the family environment";</p> <p>Preparing the composition how the room plants help us to create a healthy family environment.</p>	
3. The results of the standard (healthy lifestyle)	Questions and key concepts related to the results of the study topic standard

<p>(S. S. pr. (I) .4. The pupil should be able to maintain a healthy lifestyle (personal hygiene, healthy food, sports activities).</p>	<p>Questions</p> <p>Why and how should we protect personal and common hygiene in our family?</p> <p>How should we maintain a healthy lifestyle?</p> <p>What is the importance of healthy food?</p> <p>Concepts:</p> <p>Family, care, healthy food, hygiene, sports / training</p>
<p>Recommendations</p>	
<p>Examples of class activities:</p> <p>Classification of the pictures of healthy and unhealthy food products with a sign: acceptable, unacceptable, undesirable;</p> <p>Mental attack concerning the theme: how should we recognize the expired products;</p> <p>Discussion about the topic: why do not buy the parents unhealthy product: e.g. chips, gas drinks, depicting the children's wishes / parents' arguments on the T diagram;</p> <p>Holding a competition: who will give more advice to younger brothers and sisters concerning the healthy lifestyle (protection of personal hygiene, healthy food, house tiding, care for personal items, physical activity).</p>	
<p>Samples of tasks for independent work:</p> <p>Creating "Food Pyramid" in bugles (where healthy products are located at the bottom, unhealthy- on the top);</p> <p>To make the rules; "When should I wash my hands?"</p> <p>Creating a poster, that promotes the popularization of healthy lifestyle among pupils.</p>	
<p>4. Results of the standard (civil security)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
<p>(S. S. pr. (I). 15. The pupil should be able to act in a state of emergency (during natural disasters) and living conditions</p>	<p>Questions:</p>

<p>(e.g. street, transport, excursion) in compliance with civil safety rules.</p>	<p>Why and how should I protect safety rules in my living place;</p> <p>Why and how do we use resources in reasonably (economically) in the family?</p> <p>Concepts:</p> <p>Family, security, emergency situations.</p>
<p>Recommendations</p>	
<p>Class Activities:</p> <p>Electronic play with the bugles in case of emergency situations (e.g. earthquakes, floods) (see Bugle.ge);</p> <p>Making inquiries about the topic: whom will I ask to help in case of fire, during gas leaking out gas, and why?</p> <p>Discussing the video, which tells about the involvement of rescuers in the emergency situations in the family.</p>	
<p>Samples of tasks for independent work:</p> <p>To think about a lifestyle example, in particular, what the irresponsible use of the family technical equipment causes (e.g. an iron, tap for water,) and how to get rid of the problem;</p> <p>Composing the comics about the topic of emergency situation in the family - how we behave at this time;</p> <p>Creating the booklet, which will show what results can be given in case of irresponsible use of any household items in the family (e.g. match - fire or water or gas tap).</p>	
<p>5. The results of the standard (rights protection, tolerance)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
<p>(S. S. pr. (I). 14. The pupil should be able to appropriate the rules of behavior, their agreement and protection with their peers; reveal</p>	<p>Questions:</p>

<p>tolerance towards different cultures, nationalities, and capabilities.</p>	<p>How can I express my respect for family members (my mother and brother-in-law, grandmother-grandfather)?</p> <p>Why do I want to behavior well? What is the reason, that people show moral behavior?</p> <p>Why should I respect my mother and father (they do not let me lie, steal, blame, etc.)?</p> <p>How do we share our work in the family?</p> <p>Why and how should we appreciate all the members of the family (mother, father, grandmother, grandmother)?</p> <p>Concepts:</p> <p>Family, responsibility, equal rights.</p>
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Recommendations

Examples of class activities

Mental attack: what can I do independently, when the adults are not at home (how do we my / her brother and me share our responsibilities)?

Staging and reviewing the preparation and departure of the family to the summer-cottage by the groups of girls and boys.

Samples of tasks for independent work:

Creating a thematic drawing on the topic - How to respect the family members.

<p>6. The results of the standard (children's rights)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
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<p>(S. S. pr. (I). 13. The pupil should be able to realize the responsibilities towards the child's rights and obligations and also the family and society;</p> <p>(S. S. pr. (I). 14. The pupil should be able to appropriate the rules of behavior, their agreement and protection with their peers; reveal tolerance towards different cultures, nationalities, and capabilities.</p>	<p>Questions:</p> <p>Why do my family members give me advice / remarks?</p> <p>What responsibilities do I have towards my family?</p> <p>Concepts:</p> <p>Family, common rules, tolerance, respecting.</p>
<p>Recommendations</p>	
<p>Examples of class activities</p> <p>Reviewing the episode from the movie "Other's Children" - relating to passing the bottles;</p> <p>A role-playing game, when one pupil plays a parent's role, the second one plays a role of son/ daughter: the arguments between the parent and child, when the parent does not or cannot buy the desired thing (listening, sharing, and respecting).</p>	
<p>Samples of tasks for independent work:</p> <p>Gathering the proverbs and expressions, which appeal us to respect our parents;</p> <p>Writing a free topic: How do I participate in my family life - my rights and responsibilities in relation to family members?</p>	

Subject: school environment, friends and peers

<p>1. The Results of the Standard (History and Time Perception Skills)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
<p>(S. S. pr. (I). 9. The pupil should be able to connect life situations with time and adequately use the terms - past, present and future.</p> <p>(S. S. pr. (I).11.The pupil should be able to connect the legends and myths, cultural-historical monuments,</p>	<p>Questions:</p> <p>Why and how does my school differ from the school, which have left our parents, grandparents?</p> <p>Concepts:</p> <p>School, pupil, past, present, future</p>

important events, historical and modern individuals with the local environment.	
Recommendations	
<p>Examples of class activities</p> <p>Mental attack: What is the difference between an old and modern school (e.g. in the past the pupils were obliged to wear the school forms, there were different desks and chairs, at present-there exist bugles and Internet);</p> <p>Dividing the pupils into groups and preparing presentations: what kind of school would like to have and what will I change in the future?</p>	
<p>Samples of tasks for independent work:</p> <p>Finding information and writing a composition about the subject: My school history;</p> <p>Writing a composition: When I will leave school.</p>	
2. The Results of the Standard (Economic Skills)	Questions and key concepts related to the results of the study topic standard
<p>(S. S. pr. (I). 7. The pupil should be able to realize the importance and necessity of different professions and activities;</p> <p>(S. S. pr. (I). 8. The pupil should be able to reveal the relevant consumer and economic skills.</p>	<p>Questions:</p> <p>How do the people of various professions working at school care for it?</p> <p>How can I use study in the future (e.g. for the future profession I dream of)?</p> <p>Concepts:</p> <p>School, pupil, own, common, study / hard work, saving, profession.</p>
Recommendations	
<p>Examples of class activities</p> <p>Recognizing the encrypted words related to school professions;</p> <p>Competition between the groups: who knows more professions?;</p> <p>Mental attack: What are public spaces in school, what their purpose is and who cares for them (e.g. library, canteen, medical cabinet and hall).</p>	

Samples of tasks for independent work:

Making survey on how and why people of different professions in school have their professions;
Writing a theme: the profession I dream of, how will help me study for the future profession?
Preparation of the drawing on the topic: Which school items do we need at the beginning of the academic year?

3. The Results of the Standard (Conflict Management)	Questions and key concepts related to the results of the study topic standard
S. S. pr. (I). 16. The pupil should be able to find peaceful ways of solving the problem in the conflict situations.	<p>Questions:</p> <p>How can we avoid or solve the conflict with the peers peacefully?</p> <p>Why cannot be used violence in the name of a religious view / belief?</p> <p>Concepts:</p> <p>School, pupil, conflict, friend / peer, responsibility, rules, violence, care, equal rights.</p>
Recommendations	
Examples of class activities Mental attack: What can be the cause of school conflict and how it can be solved peacefully; Recognizing the encrypted words related to violence (e.g. conflict, quarrel) and mutual respect (e.g. friendship, reconciliation, support, forgiveness).	
Samples of tasks for independent work:	

Drawing the comics, which reflect the resolving of the conflict situation in the school peacefully;
Continuation of the endless history in which pupils should find a way out of the conflict situation between their peers.

4. The Results of the Standard (Protection of Environment)	Questions and key concepts related to the results of the study topic standard
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<p>S. S. pr. (I). 17. The pupil should be able to reveal care for the natural environment and the historical heritage.</p>	<p>Questions: What can I do to improve my school environment with my peers (e.g. making our space fine, greening, cleaning, organizing an arrangement of the yard)?</p> <p>Concepts: School, pupil, duty, responsibility, care, participation, protection of environment.</p>
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Recommendations

Examples of class activities

Holding field activity (e.g. cleaning, planting flowers, planting named (after somebody) trees and later the pupil will be required to care of them) in the school yard or on the surrounding territory;
Discussing the video advertisement presenting the various activities carried out in school;
Drawing the comics presenting the school children’s activity of protection the environment.

Samples of tasks for independent work:

Gathering such illustrations / drawings and preparing collage, which reflect the harmful effects of school pollution;
Creating a flier that appeals the school community members to maintain cleanliness on the surrounding environment;
Drawing or constructing a paper model, which represents what the school environment should be.

5. The Results of the Standard (Healthy Lifestyle)	Questions and key concepts related to the results of the study topic standard
S. S. pr. (I). 4. The pupil should be able to maintain a healthy lifestyle (personal hygiene, healthy food, sports activities).	<p>Questions:</p> <p>How can we avoid the spreading diseases in the school, how should we protect personal hygiene and healthy feeding?</p> <p>Concepts:</p> <p>School, pupil, care, healthy lifestyle.</p>
Recommendations	
<p>Examples of class activities</p> <p>Inviting a doctor to the classroom as a guest, talking with the pupils about avoiding the infectious diseases;</p> <p>The game, in which pupils describe different diseases (Botkin’s disease (hepatitis), measles, influenza) and ask one another to guess and differ;</p> <p>Write down the rules of behavior in the class how to protect ourselves when the flu epidemic is spread.</p>	
<p>Samples of tasks for independent work:</p> <p>Creating a story / tale in which a history of avoiding of any disease is described;</p> <p>Preparing a group presentation that provides the information about the healthy lifestyle.</p>	
6. The Results of the Standard (Civil Security)	Questions and key concepts related to the results of the study topic standard
S. S. pr. (I). 15.The pupil should be able to act in a state of emergency (during natural disasters) and living conditions (e.g. street, transport, excursion) in the context of civil safety rules;	<p>Questions:</p> <p>How to act in emergency situations; How and why should we care for creating a safe school environment?</p> <p>Concepts:</p>

	School, pupil, security, emergency situations, evacuation, firefighting table.
Recommendations	
<p>Examples of class activities</p> <p>Mental attack: What rules of safety should we protect at school?</p> <p>Electronic game, which teaches us to protect the rules of safety at school;</p> <p>Group presentations on the subject: the rules of evacuation (during fires / earthquakes);</p>	
<p>Samples of tasks for independent work:</p> <p>Finding the security / warning signs and their presentation;</p> <p>Writing a topic using keywords related to emergency situations;</p> <p>Creating a poster that appeals us to protect security.</p>	
7. The Results of the Standard (Rights Protection, Tolerance)	Questions and key concepts related to the results of the study topic standard
S. S. pr. (I). 14. The pupil should be able to master the rules of behavior, the agreement and protection of them with the peers; express tolerance towards different cultures, nationalities, and capabilities.	<p>Questions:</p> <p>Why is it important to follow the rules of behavior for all schoolchildren?</p> <p>Why and how should we respect classmates, teachers, school staff?</p> <p>How can we help our peers in different situations?</p> <p>Why is it important to commit kind actions, support?</p> <p>Why cannot be used violence in the name of a religious view / belief?</p>

	<p>Concepts:</p> <p>School, pupil, friends / peers, rules, diversity.</p>
Recommendations	
<p>Examples of class activities</p> <p>Mental attack: What are the common rules for schoolchildren and why is it important to protect them?</p> <p>Constructing a chain of events with the group working - what happens when pupils violate the school rules.</p> <p>Discussing the Iakob Gogebashvili's story "Good for Evil";</p> <p>Creating the classroom "Constitution" (the rules of behavior in the class).</p>	
<p>Samples of tasks for independent work:</p> <p>Writing a continuation of the story "Good for Evil".</p> <p>Writing a letter of friendship to a peer, who is a representative of a different ethnic group, culture, religion.</p>	
<p>8. The Results of the Standard (Child Rights and Responsibilities)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
<p>S. S. pr. (I). 13. The pupil should be able to realize the responsibilities towards the child's rights and obligations, as well as towards the family and society;</p> <p>S. S. pr. (I). 14. The pupil should be able to master the rules of behavior, the agreement and protection of them with the peers; express tolerance towards different cultures, nationalities, and capabilities.</p>	<p>Questions:</p> <p>What rights and responsibilities do I have at school? Why and how should all children's rights be protected at school?</p> <p>Why should it be the equal opportunities and conditions for the development of every girl and boy in the school?</p> <p>Concepts:</p> <p>School, pupil, friends / peers, rules, equal rights.</p>
Recommendations	

<p>Examples of class activities</p> <ol style="list-style-type: none"> 1. Reviewing the case, that discusses any fundamental right of the child; 2. Reviewing the short videos about the rights and duties of children (the materials of the organization "a person in trouble"). <p>Mental attack on the theme: similar and different features of girls and boys, equal rights and abilities.</p>
<p>Samples of tasks for independent work:</p> <p>Creating a photo, drawing or poster connected with rights, responsibilities and obligations;</p> <p>Thinking/presenting the examples of the various fundamental rights of the child by the groups.</p>

Theme: Environment in which I live

1.The Results of the Standard (History and Time Perception Skills)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (I). 9. The pupil should be able to connect the life situations with time and adequate use of the terms - past, present and future.</p> <p>S. S. pr. (I). 11. The pupil should be able to connect the legends and myths, cultural-historical monuments, important events, historical and modern personalities with the local environment.</p>	<p>Questions:</p> <p>Why is it important to know the history, landmarks, and the present situation of my village / town?</p> <p>Why do we celebrate this or that holiday in my community as a tradition?</p> <p>Concepts:</p> <p>District / community / neighbor, worthy person, sightseeing, tradition, past, present, future.</p>
Recommendations:	
<p>Examples of class activities</p> <p>A role-playing game, in which the teacher plays the role of a traveller, and the pupils who play roles of guides are discussing with one another about that, what they should let the "tourist" know of their community and why;</p>	

Grouping the objects given in the photos according to the fact, whether they represent the sights (with regard to the T diagram).

Samples of tasks for independent work:

Finding and presenting an interesting history of the own topic with the help the prepared questionnaire in advance;

Writing a composition: What will I do in the future for my own village / town to make it become famous?

2.The Results of the Standard (Economic Skills)

Questions and key concepts related to the results of the study topic standard

S. S. pr. (I). 7. The pupil should be able to realize the importance and necessity of different professions and activities;

S. S. pr. (I). 8. The pupil should be able to identify the consumer and economic skills appropriate to the age.

Questions:

Why do we need people of different professions around us?

The existence of which institutions is necessary in the life of the village / town; Which of them promotes us with security?

Why do we buy different goods and services?

Concepts:

Neighborhood / community / neighbor, saving, profession, goods, services.

Recommendations

Examples of class activities

"Which pupil's hat corresponds to some particular profession" - a game in which the professions, which are necessary for the community (e.g. firefighter, policeman, doctor) will be discussed;

Inviting a person of any profession to the community;

Writing the essays: What do we want to buy and what can we buy?

Samples of tasks for independent work:

Arrangement of the exhibition - "Collection of Professions" (in which the people possessing professions necessary for the committee and their activities will be shown);

<p>Writing a topic with keywords: When I grow up, I will become ...</p> <p>Selecting the actual social problem (e. g. water stopping, damaged road cover) for the own community and reviewing the reason the problem is connected with (financial and human resources).</p>	
<p>3. The Results of the Standard (Conflict Management)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
<p>S. S. pr. (I). 16. The pupil should be able to find peaceful ways of resolving the problem in conflict situations.</p>	<p>Questions:</p> <p>What unites us and what are the common concerns of the residents of our district, how can help my community (assistance individually, public activity)?</p> <p>Why is it important to respect each other for peaceful coexistence in the community?</p> <p>Concepts:</p> <p>Neighborhood / community / neighbor, conflict, responsibility, care, equal rights.</p>
<p>Recommendations</p>	
<p>Examples of class activities</p> <p>Discussing the comics in which there are presented the reasons of the conflict in the community and the ways of solving it;</p> <p>Showing/reviewing any movie (e.g. the film "My Brother Drone" of the organization "People in Trouble").</p>	
<p>Samples of tasks for independent work:</p> <p>Completing the endless history (the beginning part of which will be narrated by the teacher in the classroom) to reflect the ways of solving the problem;</p> <p>Watching the Georgian animated film "Enmity" and writing a short sketch: If the opponent birds would been more considerate;</p>	
<p>4. The Results of the Standard (Protection of Environment)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>

<p>S. S. pr. (I). 17. The pupil should be able to identify the natural environment and the historical heritage.</p>	<p>Questions:</p> <p>Why and how to protect my community's natural and cultural environment?</p> <p>Why is it important to know my village, city history, landmarks, and the present situation?</p> <p>Concepts:</p> <p>District / community, neighborhood, sightseeing (in the community context), volunteerism, responsibility, care, participation, protection of environment.</p>
<p>Recommendations:</p>	
<p>Examples of class activities</p> <p>With the help of photos (e.g. the images will be presented with damaged inscriptions, scratched frescos, broken walls, dirty environment, or felled forest) provoking children to discuss a theme: what I can do to correct this situation;</p> <p>Conducting lessons in nature, where the pupils should evaluate the current situation and determine the needs of the improvement of this environment (e.g. cleaning, planting)</p> <p>Reviewing any movie (e.g. the film - "A Man Who planted Trees" of the organization "People in Trouble").</p>	
<p>Samples of tasks for independent work:</p> <p>Writing a composition about the protection of my community's nature and cultural environment;</p> <p>Conducting a survey with parents / older people on the topic: how did it look in old times (mountain, valley, river, lake) this or that place?</p>	
<p>5. The Results of the Standard (Healthy Lifestyle)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
<p>S. S. pr. (I). 4. Pupils should be able to maintain a healthy lifestyle (personal hygiene, healthy food, sports activities).</p>	<p>Questions:</p> <p>Why are sports and resting places necessary for my community?</p>

	<p>Concepts:</p> <p>District / community / neighbor, care, healthy lifestyle</p>
<p>Recommendations:</p>	
<p>Examples of class activities</p> <p>Holding a discussion about the theme, how to spend free time – with computer, books or in the yard;</p> <p>Discussing the story, which shows how a healthy environment promotes the children to socialization in the community / yard / neighborhood;</p> <p>Conducting a lesson in a natural environment, where the pupils will learn and play various unfamiliar to their generation healthy games (e.g. the ball in the circle, game with elastic bands, hopscotch).</p>	
<p>Samples of tasks for independent work:</p> <p>Drawing a thematic picture: How to arrange my yard / district in order to promote a healthy lifestyle;</p> <p>By means of the interview, searching for games played by grandfathers.</p>	
<p>6. The Results of the Standard (Civil Security)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
<p>S. S. pr. (I). 15. The pupil should be able to act in a state of emergency (during natural disasters) and living conditions (e.g. street, transport, excursion) in the context of civil safety rules;</p>	<p>Questions:</p> <p>How and why do we follow traffic rules in the street?</p> <p>The existence of which institutions is necessary in the life of the village / town; Which of them helps us to protect security?</p> <p>How to avoid natural disasters and how to act in emergency situations (my and others' safety)?</p> <p>Concepts:</p> <p>Community, safety, emergency situations, road signs.</p>
<p>Recommendations:</p>	

Examples of class activities

Discussing the video depicting an emergency situation in the community, where a person of a particular profession (e.g. firefighters, survivors) plays a role of a character, who solves a problem;

An electronic game with bugles, in which a dangerous situation is presented for the topic (see Bugle.ge);

Outside the class "traffic lights" game – staging a scene of the traffic movement by using the “traffic lights”.

Simulative game outside the classroom - staging a scene of the liquidation of the fire by the "members of the community", "rescuers" and "112" employees.

Samples of tasks for independent work:

Creating a drawing or paper model, on which establishments, roads and road signs located on the road will be depicted from home up to the school;

Creating a competitive fairy tale about the "disturbed" traffic lights, which has a single color and cannot give proper warning to the population;

Inviting a police officer and interviewing concerning his / her work (taking care of public safety).

7. The Results of the Standard (Rights Protection and Tolerance)**Questions and key concepts related to the results of the study topic standard**

S. S. pr. (I). 14. The pupil should be able to master the rules of behavior, the agreement and protection of them with the peers; express tolerance towards different cultures, nationalities, and capabilities.

Questions:

What unites us and what are the common concerns of the residents of our district, how can I promote my community (assistance individually, public activity)?

Why is it important to respect each other for peaceful coexistence in the community?

Concepts:

District / Community / neighbor, diversity, equal rights.

Recommendations

Examples of class activities

Inviting a guest who will narrate about the diversity of a city / district of Georgia (e.g. the guest will tell of the prosperity she/he has got in the result of living in such a district / town, of the kinds of problems and the ways how they were solved);

Discussing the episodes from the movie "Sun of Autumn", in which it is shown the diversity and support of the yard of Tbilisi city.

Samples of tasks for independent work:

Creating a symbol for the own community / district;

Creating a warning letter / postcard for the community members, which will present any of the social problems for the topic;

Writing the theme: What are the things, which differ and connect the people living in my community and how do we help one another?

8. The Results of the Standard (Children's Rights and Responsibilities)**Questions and key concepts related to the results of the study topic standard**

S. S. pr. (I). 13. The pupil should be able to realize the responsibilities towards the child's rights and obligations, as well as towards the family and society;

S. S. pr. (I). 14. The pupil should be able to master the rules of behavior, the agreement and protection of them with the peers; Identify tolerance towards different cultures, nationalities, and capabilities.

Questions:

How do I and my peers participate in the life of the community?

What unites us and what are the common concerns of the residents of our district, how can I promote my community (assistance individually, public activity)?

Concepts:

District / Community / Peers

Recommendations**Examples of class activities**

Reviewing the story / animated movie "The Turnip";

To outline one of the most actual problem by the pupil for his / her community (e.g. the wrecking road, building) and manage to solve it.

Samples of tasks for independent work:

Preparation of "Reporting" about the topic: Our yard news;

Making inquiries with the community members (including the peers) about the topic: What is the main issue for the topic;

Creating a thematic drawing expressing the involvement of the peers (including the children with disabilities) in the life of the community.

IV class Subject:

Where and how do I get education?

1. The Results of the Standard (History and Time Perception Skills)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (I). 9. The pupil should be able to connect life situations with time and adequate use of the terms - past, present and future.</p> <p>S. S. pr. (I). 11. The pupil should be able to connect the legends and myths, cultural-historical monuments, important events, historical and modern individuals with the local environment. Questions:</p>	<p>Questions:</p> <p>What information do the historical monuments provide about the environment and our district?</p> <p>What can be learned in the result of the activities beyond the lessons (e.g. excursion, museum, performance)?</p> <p>Concepts:</p> <p>Learning / Teaching / Education, Experience, Past, Present, Future.</p>
Recommendations	
Examples of class activities	

To send a letter to a tutor with a request about going to the excursion, in which the necessity of excursion (what the pupils will learn in the result of this activity) will be substantiated;

To go to the excursion for visiting the museum or any historical monument, after which the pupils will be instructed to find information about something (e.g. monument, item, historical person, drawing);

To write a free topic that describes the history of any monument.

Samples of tasks for independent work:

Writing a topic, in which it will be told which historical or natural monument has been visited or read by the pupil on vacation;

Finding the pictures of any historical monument by the bugles and their presentation.

2. The Results of the Standard (Economic Skills)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (I). 7. The pupil should be able to realize the importance and necessity of different professions and activities;</p> <p>S. S. pr. (I). 8. The pupil should be able to identify the consumer and economic skills appropriate to the age.</p>	<p>Questions:</p> <p>What is the importance of education for my future life?</p> <p>What are the consequences of the work and why is it the best way to achieve the goal?</p> <p>For what purpose and how do we plan various arrangements?</p> <p>Concepts:</p> <p>Learning / teaching / education, experience, behavior norms, my property, saving, profession, perspective / success.</p>
Recommendations	
Examples of class activities	
<p>Activity - Changing the roles: One of the pupils teaches a lesson as if he/she is a teacher and explains the importance of education for future life;</p>	

Activity - "Preparation of the backpack" (the pupils draw the knapsack and the items, which are needed to be taken on excursion / campaign).

Samples of tasks for independent work:

Creating a memorable card, in which it will be shown: what should I know / what should I be able to do for mastering my future profession;

Creating a simple crossword in connection with the professions.

3. The Results of the Standard (Conflict Management)

Questions and key concepts related to the results of the study topic standard

S. S. pr. (I). 16. The pupil should be able to find peaceful ways of resolving the problem in the conflict situations.

Questions:

Why do not I appropriate someone's work (e.g. the classmate's school work)?

Concepts:

Learning / Teaching / Education, Behavior Norms.

Conflict, responsibility, care, equal rights.

Recommendations

Examples of class activities

Reviewing the curious story (video advertisement, an episode of the fictional or animated film) related to the copying of the task - why the representatives of each side acted/or should not have acted in such a situation;

Reviewing the animated movie "The Savages".

Samples of tasks for independent work:

Drawing comics that reflects the attempt to appropriate someone's work in the process of implementation of the task;

Writing a topic by using the keywords (e.g. copy, conflict, settle, reconcile)

Caring out a survey from the older members of the family on the topic: Did the pupils make a copy of their schoolmates' works, when studying at school and what were the consequences?

4. The Results of the Standard (Protection of Environment)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (I). 17. The pupil should be able to identify the natural environment and the historical heritage.</p>	<p>Questions:</p> <p>About the environment and our district what information do the historical monuments provide us with?</p> <p>Concepts:</p> <p>Learning / Teaching / Education, Heritage, Etiquette (Behavior Norms), Responsibility, Care, Participation, Environment, Child Rights and Duties.</p>
Recommendations	
<p>Examples of class activities</p> <p>Arranging the evening, which is dedicated to any historical or natural monument (e.g. protected area, reserve);</p> <p>When playing the game "Lucky Wheel", which is most popular in Georgia, the defeated participants will be instructed to find the information in connection with the historical monuments, which are well-known for everybody;</p> <p>To organize an excursion to the botanical garden (e. g. protected area, reserve) in the purpose of realizing the importance of nature protection.</p>	
<p>Samples of tasks for independent work:</p> <p>Creation of a poster / slogan by appealing to protect any historical or natural monument (protected area, reserve);</p> <p>Finding the information by the bugles about "Telavi Plane Tree" or other emblematic trees.</p>	
5. The Results of the Standard (Healthy Lifestyle)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (I). 4. The pupil should be able to maintain a healthy lifestyle (personal hygiene, healthy eating, sports activities).</p>	<p>Questions:</p>

	<p>What can be learned in the result of the activities beyond the lessons (e.g. excursion, museum, theatre)?</p> <p>Why do we, girls and boys, young and old need to go in for sports?</p> <p>Concepts:</p> <p>Learning / Teaching / Education, Experience, Care, Healthy Lifestyle.</p>
Recommendations	
<p>Examples of classroom activities</p> <p>The game - "What would I take with me to the excursion", during which the pupils sitting in the circle should list items necessary for the excursion, the names of which begin with the first letter of the pupils names;</p> <p>By using the "Vienna diagram" to imagine which is the boys' favorite game and which - the girls' one and what they play together;</p> <p>Conducting an integrated lesson with a sports teacher, during of which the pupils correspond sports quiz to the game "the Funny Starts".</p>	
<p>Samples of tasks for independent work:</p> <p>Writing the impressions of the holidays and examining them (for example, in the context of healthy lifestyle);</p> <p>Conducting a survey (museum /cultural monument /state establishment) after the excursion - What I have known / what I have learned / what I'd like to know;</p> <p>Finding the video clips about group sports activities by the bugles. Discussion about the topic: what can be learned in the result of sport activities (group work, leadership, to give the equal rights and opportunities to boys and girls).</p>	
6. The Results of the Standard (Civil Security)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (I). 15. The pupil should be able to act in a state of emergency (during natural disasters) and living conditions (e.g. street,</p>	<p>Questions:</p>

<p>transport, excursion) in the context of civil safety rules;</p>	<p>How do we deal with safety rules (we do not leave fire, do not touch the unfamiliar objects and animals)?</p> <p>Concepts:</p> <p>Learning / Teaching / Education, Experience, Safety, Emergencies.</p>
<p>Recommendations</p>	
<p>Examples of class activities</p> <p>Creating a poster about the rules of security activities and sticking it up on the wall in the classroom;</p> <p>Conducting a lesson in a natural environment, where security issues will be processed through simulations;</p> <p>Electronic games with bugles about the safety of the environment, after which the pupils write what they have learned in the result of this game</p>	
<p>Samples of tasks for independent work:</p> <p>Creating a collage of thematic drawings on the subject: What results can be followed the safety of the natural environment (e.g. leaving fire)</p> <p>Ending the unfinished history narrated by the teacher about the results caused by the indifferent attitude towards the rules of safety in the natural environment.</p>	
<p>7. The Results of the Standard (Rights Protection and Values)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
<p>S. S. pr. (I). 3. The pupil should be able to realize the age-appropriate moral categories and act in accordance with the ethical norms adopted in society;</p> <p>S. S. pr. (I). 6. The pupil should be able to plan the own activities and realize the expected results;</p>	<p>Questions:</p> <p>Why the education is of all children’s right?</p> <p>Why do we read books?</p> <p>How and why should we use the library?</p> <p>What are the results of the work and why is it the best way to achieve the goal?</p>

<p>S. S. pr. (I). 10. The pupil should be able to appraise the values (e.g. protection of ethical conduct norms, fairness, responsibility, understanding and evaluation of cultural diversity) in life situations;</p>	<p>What is the difference between legal and illegal ways of achieving the goal?</p> <p>What do we learn and how behave in theatre, cinema, exhibition and museum?</p> <p>Concepts:</p> <p>Learning / Teaching / Education, Experience, Prospect / Success.</p>
<p>Recommendations</p>	
<p>Examples of class activities</p> <p>Reviewing the fairy tale "To Earn Ruble";</p> <p>Sharing the own impressions concerning the read book or story with classmates;</p> <p>Reviewing the animated film "Bombora Begins to Study".</p> <p>According to the agreement, establishing the rules of behavior before going to the theatre, cinema, exhibition or museum.</p>	
<p>Samples of tasks for independent work:</p> <p>Composing a book and computer dialogue in the form of comics;</p> <p>Free theme: My School Library;</p> <p>Writing a review of "The Goat and Gigo" according to the story of Iakob Gogebashvili.</p>	
<p>8. The Results of the Standard (Children's Rights)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
<p>S. S. pr. (I). 13. The pupil should be able to realize the responsibilities towards the child's rights and obligations, as well as towards the family and society;</p> <p>S. S. pr. (I). 14. The pupil should be able to master the rules of behavior, the agreement and protection of them with the peers; Identify tolerance towards different cultures, nationalities, and capabilities.</p>	<p>Questions:</p> <p>Why it is not allowed to abuse a child's work?</p> <p>Why is the education of all children's rights?</p> <p>What can be learned in the result of the activities beyond lessons (e.g. excursion, museum, theatre)?</p> <p>Concepts:</p> <p>Learning / Teaching / Education, Child's Rights and Duties, Prospect / Success.</p>

Recommendations
<p>Examples of class activities</p> <p>Reviewing the episode from the animated film “Pinocchio”, in which there is presented the adventurous of the children migrated on the island.</p> <p>Reviewing a life case when the peer’s work is abused (e.g. heavy physical work, restriction of time intended for playing or studying.).</p>
<p>Samples of tasks for independent work:</p> <p>Writing a story about the previous adventure of the same story (see class activity);</p> <p>Creating a poster that promotes a child’s rights education;</p> <p>Watching the animated film "Cinderella" and discussing the fact how and who violates the rights of Cinderella.</p>

Subject: Media and Information

1. The Results of the Standard (History and Time Perception Skills)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (I). 9. The pupil should be able to connect life situations with time and adequate use of the terms - past, present and future.</p> <p>S. S. pr. (I). 11. The pupil should be able to connect the legends and myths, cultural-historical monuments, important events, historical and modern individuals with the local environment.</p>	<p>Questions:</p> <p>How was the information passed/spread in old time and now?</p> <p>Concepts:</p> <p>Reporter / Journalist; Modern Technologies; Communication; News; Information Source; Past, Present, Future; Social Network.</p>
Recommendations	
Examples of class activities	

Drawing a pigeon, bottle and any other means of communication existing in old time on the board by the teacher, exhibiting photo collage, dividing the pupils into the groups and giving them instructions about how they were be able to use the very informative material for spreading.

Showing a video clip or photo collage by the teacher about the development of means of information transmission.

Samples of tasks for independent work:

What is the most common way for transmission of information in modern life and why?

Writing a story: How would I inform people about my existence on the uninhabited island?

2. The Results of the Standard (Economic Skills)

Questions and key concepts related to the results of the study topic standard

S. S. pr. (I). 7. The pupil should be able to realize the importance and necessity of different professions and activities;
S. S. pr. (I). 8. The pupil should be able to identify the consumer and economic skills appropriate to the age.

Questions:
What information can I get from the advertisement?

Concepts:

Journalist/information provider; Modern technologies; Communication; news; Information Source; My (property), saving, profession; Advertisement, social network.

Recommendations

Examples of class activities

Discussing some interesting video advertisements on the lesson by bugles;
Staging the advertisements of school items in the classroom by the activity of the group;
Reviewing the expression “Advertising is not needed”.

Samples of tasks for independent work:

Creating some kind of advertisement and its presentation.

<p>Conducting activity at school for an existing facility there, for example, advertising the canteen throughout the school space.</p> <p>Conducting a survey about the theme: For what is an advertisement necessary? Presentation of the results of survey.</p>	
<p>3. The Results of the Standard (Conflict Management)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
<p>S. S. pr. (I). 16.The pupil should be able to find peaceful ways of resolving the problem in conflict situations;</p>	<p>Questions:</p> <p>Why can the unchecked information cause the conflict?</p> <p>Why and how should I show respect for other people regardless of their different religious views or ethnic backgrounds?</p> <p>Concepts:</p> <p>Reporter / Journalist; Modern Technologies; Communication; News; Information Source; View, Conflict, Responsibility, Care, Social Network.</p>
<p>Recommendations</p>	
<p>Examples of class activities</p> <p>Discussion on the topic - Why do people easily believe the unchecked information?</p> <p>Mental attack on the topic "What a gossip is?" by using the bungles. Creating a classroom display stand on which the pupils write their famous rumors and talk about their negative and positive results.</p>	
<p>Samples of tasks for independent work:</p> <p>To complete the "Endless History" that demonstrates how the gossip is the cause of the conflict;</p> <p>Watching a short TV subject matter or an internet film commercial for finding out how much verified information they present.</p>	
<p>4. The Results of the Standard (Protection of Environment)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>

<p>S. S. pr. (I). 17. The pupil should be able to express care towards the natural environment and the historical heritage.</p>	<p>Questions:</p> <p>In what does social advertisement help us?</p> <p>Concepts:</p> <p>Reporter / Journalist; Technologies; Communication; News; Information Source; Useful / Useless Information; Social Advertising; Heritage, Responsibility, Care, Participation, Environmental Protection.</p>
<p>Recommendations</p>	
<p>Examples of class activities</p> <p>Staging two advertisements in the classroom, one of the pupils offers us to buy some product, and the other to protect environment. Reviewing a theme - What is the difference between them;</p> <p>Reviewing a musical video clip "Everything We Do" (which is oriented to cleaning environment);</p> <p>Writing a free topic: what does nature feel (e.g. tree, river) when they damage it?</p> <p>Establishing the environmental rules (for my city / village).</p>	
<p>Samples of tasks for independent work:</p> <p>Creating a poster about any idea (e.g. protecting environment, protecting the cultural heritage);</p> <p>Organizing exhibition in connection with the nature protection, in which the pictures will be presented with slogans.</p>	
<p>5. The Results of the Standard (Healthy Lifestyle)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
<p>S. S. pr. (I). 4. The pupil should be able to maintain a healthy lifestyle (personal hygiene, healthy eating, sports activities).</p>	<p>Questions:</p> <p>How much time should I spend for watching TV and internet a day?</p> <p>Concepts:</p>

	Reporter / Journalist; Technologies; Communication; News; Information Source; Useful / Useless Information; Careful, Healthy Lifestyle.
Recommendations	
Examples of class activities:	
Discussion about the topic: Does watching TV and using Internet do more harm than good?	
Preparing a perfect day regime for a pupil. Writing a topic: "My One Day" and comparing it with the created regime;	
Drawing up a "Mental Map" about the interests of the child and connecting it with TV and Internet capabilities.	
Samples of tasks for independent work:	
Samples of tasks for independent work: Conducting a survey about a topic: How much time do the elderly people and the representatives of my generation spend for watching TV and using the Internet;	
Having an interview with a parent, grandmother / grandfather to find out when and how they began to use the Internet and TV for the first time and how changed their lives in the result of it.	
Writing a story about the Internet and TV.	
6. The Results of the Standard (Civil Security)	Questions and key concepts related to the results of the study topic standard
S. S. pr. (I). 15. The pupil should be able to act in a state of emergency (during natural disasters) and living conditions (e.g. street, transport, excursion) in the context of civil safety rules; Who and how to apply for threats (personal safety, public problems)?	Questions: Whom and how should we refer in the emergency situations (personal safety, public problems)? Concepts: Reporter / Journalist; Technologies; Communication; News; Information Source; Internet risks; Security, Emergency Situations.
Recommendations	
Examples of class activities:	
Visiting to any public institution working at the emergency situations;	

Discussing about a life situation, when something has been changed or could have been changed after they called the Emergency Services (112);

Inviting a guest, who speaks to the pupils according to their ages about the possible internet threats.

Samples of tasks for independent work:

Writing a story about emergency situations using key words: civil security, call security service, volunteerism;

Conducting a survey with parents and peers: What do they dislike in TV? Comparing the answers with each other;

Preparing the discussion about the topic: Whether the parents are right, when they don't let their children watch TV and use the Internet.

7. The Results of the Standard (Entrepreneurship)	Questions and key concepts related to the results of the study topic standard
S. S. pr. (I). 6. The pupil should be able to plan the own activities and to realize the expected results.	<p>Questions:</p> <p>From where do we get the information and how do we use it?</p> <p>Concepts:</p> <p>Reporter / Journalist; Technologies; Communication; News; Information Source; Useful / Useless Information, Advertisement / Social Advertisement, Social Network.</p>

Recommendations

Examples of class activities

Mental attack about the topic: From where and how do we get information? Reviewing their reliability through SWOT analysis;

Receiving any information by way of playing a game "Spoiled Phone" and discussing the reasons of its distortion;

Preparing "Breaking News" in the classroom, which informs the school daily news. Discussing: how reliable sources the program is based on by the authors.

Samples of tasks for independent work:

<p>Creating a simple crossword based on the sources of information;</p> <p>Conducting a survey with parents: What is the most favorite program for them? What and how do they understand by watching TV?</p> <p>Creating a weekly newspaper about the actual events for the school.</p>	
<p>8. The Results of the Standard (Children's Rights)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
<p>S. S. pr. (I). 13. The pupil should be able to realize the responsibilities towards the child's rights and obligations, as well as towards the family and society;</p> <p>S. S. pr. (I). 14. The pupil should be able to master the rules of behavior, the agreement and protection with their peers; Identify tolerance towards different cultures, nationalities, and capabilities.</p>	<p>Questions:</p> <p>How can we share information with the peers about the children's rights?</p> <p>Why and how do I express respect to other people regardless of their different religious views or ethnic properties?</p> <p>Concepts:</p> <p>Reporter / Journalist; Modern Technologies; Communication; News; Source of Information, Social Network.</p>
<p>Recommendations</p>	
<p>Examples of class activities</p> <p>Playing the role of a teacher by one of the pupils and explaining the schoolmates what their fundamental right is (for example, the right of education);</p> <p>Sharing the Convention on the Rights of the child with one another playing a game "Spoiled Telephone";</p> <p>Putting on the talk-show about the topic – what means do we use to explain our peers of their rights and responsibilities.</p>	
<p>Samples of tasks for independent work:</p> <p>Creating a poster, which depicts any of the paragraphs of Convention on the Rights of the child (rights and obligations of the child);</p> <p>Finding a slogan through the Internet, which appeals us for the protection of fundamental rights of children;</p>	

Creating and distributing school flyers, which express different points of the Convention on the Rights of the Child.

Theme: Me and My Country

1. Results of the Standard (History and Time Perception Skills)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (I). 9. The pupil should be able to connect life situations with time and adequate use of the terms - past, present and future.</p> <p>S. S. pr. (I). 11. The pupil should be able to connect the legends and myths, cultural-historical monuments, important events, historical and modern individuals with the local environment.</p> <p>S. S. pr. (I). 12. The pupil should be able to realize the functions of different socio-cultural institutions presented in the residential environment of the pupil (e.g. school, university, medical institute, museum, cinema, club, police).</p>	<p>Questions:</p> <p>Why do we celebrate national holidays defined by Georgian legislation (e.g. Independence Day, Easter)?</p> <p>Why should we respect the flag and emblem of my country?</p> <p>How do the individual items / monuments (e.g. the ruins of the fortress, the cathedral) reflect the history of my country?</p> <p>How are religious beliefs and conceptions reflected in cultural monuments and traditions?</p> <p>Why are the public institutions necessary for the country (e.g. opera, theatre, museum, medical institute, municipality)?</p> <p>Concepts:</p> <p>Customs / Tradition; Tolerance, Respect; Generation / Ancestor; Heritage Symbols; Country.</p>
<p>Recommendations:</p>	
<p>Examples of class activities</p> <p>Creating the flags and emblems for the own class (maybe even creating an anthem);</p> <p>Discussing the topic: Why do sportsmen pay a great honor to the national symbols of their country;</p> <p>Mental attack on the topic: What holidays are celebrated in Georgia;</p>	

Showing or reviewing one of the episodes or series of the documentary ("How the Legend was being created "Museum Guide" (e.g. the Ethnographical Museum).

Samples of tasks for independent work:

Presenting a thematic photo collage related to a holiday;

Interviewing with a senior generator connected with the subject: How there were celebrated different holidays(e.g. Christmas, New Year) in ancient times and what kind of traditions followed them; comparing with the modern traditions;

Finding the information about the flag of Georgia, the history of the emblem and the content of it;

Conducting a survey with senior members of the family (or elderly people) about that, which historical persons worked for public good or what kinds of events took place in my city / village.

2. The Results of the Standard (Economic Skills)

Questions and key concepts related to the results of the study topic standard

S. S. pr. (I). 7. The pupil should be able to realize the importance and necessity of different professions and activities;

S. S. pr. (I). 8. The pupil should be able to express the consumer and economic skills appropriate to the age.

Questions:

Why should we responsibly use natural resources?

Concepts:

Respect; Rule / Law; Rights / Obligations; Population; Generation / Ancestor; Heritage, Country.

Recommendations

Examples of class activities

Imitating a trial, in the process of which the irresponsible use of resources is considered;

Reviewing the verse „Water comes from the tap“;

According to the pupils' practice, reviewing the exemplary cases of using one of the resources with responsibility.

Samples of tasks for independent work:

Creating/filling a crossword with the help of the group activity about the resources necessary for the country;

Creating a drawing in which it will be depicted the cases of using one of the resources (timber) with responsibility.

Writing a letter of complaint concerning any “oppressed” (irresponsibly) consumed resource.	
3. The Results of the Standard (Management)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (I). 14. The pupil should be able to realize the rules of behavior, the agreement and protection with their peers; Identify tolerance towards different cultures, nationalities, and capabilities.</p> <p>S. S. pr. (I). 16. The pupil should be able to find peaceful ways of resolving the problem in conflict situations.</p>	<p>Questions:</p> <p>What are the consequences of breaking the rules and laws?</p> <p>Concepts:</p> <p>Opinion / Attitude; Customs / Tradition; Tolerance, Respect; Rule / Law; Rights / Obligations; Population; Generation / Ancestor; Heritage Symbols; Country; Management.</p>
Recommendations	
Examples of class activities	
<p>Discussion on the topic: "Why do we obey the rules during playing games";</p> <p>Simulation of the process of the lesson existing without the rules; what kind of a lesson it would have been;</p> <p>Discussing the episode from the film "Acaci's Cradle", the episode of the "Dialogue with the Fingers"; reviewing the fact, that why it is unacceptable the answer made by the "Little Finger", (used for explaining the legal and illegal concepts).</p>	
Samples of tasks for independent work:	
<p>Drawing / writing what the situation would have been created if there were no rules in the country (e.g. traffic rules in the street);</p> <p>Writing a review of the animated film "Blue Fox";</p> <p>Writing a story, in which the breaking of the rules becomes the basis for the conflict.</p>	
4. The Results of the Standard (Protection of Environment)	Questions and key concepts related to the results of the study topic standard

<p>S. S. pr. (I). 17. The pupil should be able to reveal care towards the natural environment and the historical heritage.</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. Why should I take care of the nature of my country? 2. Why should I love and care for my country? <p>Concepts:</p> <p>Opinion / Attitude; Respect; Rule / Law; Rights / Obligations; Heritage Symbols; Country; Management.</p>
<p>Recommendations:</p>	
<p>Examples of class activities</p> <p>Constructing "A Tree of Expectation" in connection with that, why do we protect nature and what results are we expecting from it?</p> <p>Discussion of the poster selected by the teacher in connection with the protection of environment;</p> <p>Staging the Session of "The Greens' Organization", in which the pupils will play the role of organization members and discuss the actual events for the country.</p>	
<p>Samples of tasks for independent work:</p> <p>Preparation of photo collage on environmental pollution and its consequences;</p> <p>Finding the information about any person or group of people, who have done interesting activities in the field of the protection of environment;</p> <p>Creating the logo for the organization with environmental profile;</p> <p>Discussion of the poem / song "Keep the Forest for the Children".</p>	
<p>5. The Results of the Standard (Healthy Lifestyle)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>
<p>S. S. pr. (I). 4. The pupil should be able to maintain a healthy lifestyle (personal hygiene, healthy eating and sports activities).</p>	<p>Questions:</p> <p>Why is it important to popularize a healthy lifestyle for the country?</p> <p>Concepts:</p>

	Rule / law; Rights / Obligations; Population; Heritage Country
Recommendations:	
Examples of class activities	
Simulation of „Breaking News”, in which the current state of the country will be discussed;	
Inviting a sportsman to the lesson; Talking with him/her about the importance of healthy living and sports;	
Organizing the action (for example, sport activities, marching, organizing events) with the purpose of a healthy lifestyle popularization.	
Samples of tasks for independent work:	
Creating an informative flyers the aim of which is to inform the reader about any dangerous epidemic;	
Making a poster in order to popularize a healthy lifestyle in the country;	
Preparing a presentation in connection with any sportsman, who has made Georgia become famous.	

"Our Georgia"

In the previous part of the Social Sciences of Subjective Program of the National Curriculum, there are given the annual programs of the V and VI classes for the subject "Our Georgia". The annual programs possess a recommendatory peculiarity the aim of which is to support the teachers in working out the standard results in the process of teaching concrete learning topics.

Annual programs are presented as schemes (see Scheme 1). Each scheme corresponds to a study topic. The programs include three schemes for the topics: "District of Georgia ", "Tbilisi - Capital of Georgia", "State - Our Georgia". For the topic – “District of Georgia " – the presented programs are perfect for 11 districts of Georgia. In the V class the pupils will learn any of the five of districts of Georgia, and in the VI class with the rest of the six districts, they will learn the topics: "Tbilisi - Capital of Georgia", "State - Our Georgia".

1 Scheme:

1	The Standard Results	Questions and key concepts related to the results of the study topic standard
2		Questions:
3		Concepts:
4	Recommendations:	
5	Class Activities:	
6	Tasks for independent Work:	
	Summary Tasks:	

N1 - This column of the very scheme represents the results of the standard of "Our Georgia". They are conventionally grouped (history, geography, civic education) into the subjects.

With regard to the three topics in the annual program ("District of Georgia", Tbilisi - Capital of Georgia", "State - Our Georgia") it is shown how these results should be processed;

N2 - This column contains the questions related to the concrete results of the study topic (e. g. "District of Georgia"). They are not the questions that the teacher should ask the pupils. The task process should serve to provoke them. The provocation of the specific questions in the column represents the goal of the study topic of "Our Georgia" for 4-5 lessons or more.

N3 - This column of the very scheme provides the key concepts, working out of which possesses the decisive meaning for overcoming the particular results of the standard;

N4 - The very column shows what class activities are recommended to be implemented for achieving the concrete results of the standard;

N5 - This column shows what types of homework are recommended for achieving the concrete results of the standard for the pupil;

N6 - This column provides what kind of form should be implemented the summary (complex) tasks after studying a specific topic.

1. The Results of the Standard (Geographical Skills)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (II) .3. The pupil should be able to study / reveal the natural and socio-cultural characteristics of the Georgian Districts;</p> <p>S. S. pr. (II) .4. The pupil should be able to read the information on the map with the help of the conditional indices in the map legend;</p> <p>S. S. pr. (II) .5. The pupil should be able to understand the causes and consequences of the natural events that characterize Georgia; have adequate reaction to natural phenomena and care for protecting from them;</p> <p>S. S. pr. (II) .6. The pupil should be able to realize the importance and need of trade, other traditional and current professions and activities of the country;</p> <p>S. S. pr. (II) .9. The pupil should be able to recognize the actual problems and events of the society and with the help of own involvement to take care of solving them;</p> <p>S. S. pr. (II) .11. The pupil should be able to understand the importance of protecting the rules of security and act in emergency and domestic situations (e.g. on the street,</p>	<p>Questions:</p> <p>What do we know about Georgia and its districts?</p> <p>Will the pupil be able to learn about one of the districts of Georgia with the help of the conditional indices on the map (resource, monument, place of battle, city, river, lake, mountain and valley)?</p> <p>Why are there various traditional activities and agricultural field spread in this or that district of Georgia?</p> <p>How do the residents of some districts of Georgia protect themselves from natural disasters? What causes the formation of natural disasters?</p> <p>What provides the peculiarities of settlement and types of housing in some of the regions of Georgia?</p> <p>Concepts:</p> <p>Geography, map / place plan, border; Natural resources; Types of settlements, types of housing; Landscape (natural, anthropogenic); Ecology / Environment; Relief; Climate; Natural Events; Emergencies; National Historic-</p>

during the trip, on excursion, during natural disasters);	Ethnographic District; Profession; Agriculture, industry, trade, transport and communications.
Recommendations	
Examples of class activities	
<p>Drawing up a map of one of the districts of Georgia;</p> <p>Presenting the landscapes of mountainous and lowlands of one of the districts of Georgia by means of photos and connecting them with the types of residential houses;</p> <p>A simulative journey through a map to the different places of Georgia;</p>	
Samples of tasks for independent work:	
<p>Making an experiment (research / find) in connection with the natural disasters and emergencies, which trouble the population of one of the districts of Georgia and email presenting of the research results;</p> <p>Exhibition of the drawings on the topic: Water is the most valuable wealth;</p> <p>Writing a story about a pupil / peer living in a particular district of the country, in which there are depicted resources, agricultural fields, how the pupil's peer is involved in the economic activity of his/her family (e. g. when narrating about Tusheti, it should be underlined the fact, that it is a mountainous area, where there is spread such a field of agriculture as the cattle-herding, in particular, sheep-farming. The pupil's peer helps his/her grandfather in shearing sheep during the drum hitting and as for his sister – she helps her grandmother in spinning wool and learns knitting stockings, which tourists are interested in).</p>	

2. Results of the standard (historical skills)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (II) .1. The pupil should be able to realize and convey the chronological view of historical facts and events; connect them with the modern socio-cultural environment;</p> <p>S. S. pr. (II) .2. The pupil should be able to connect legends and myths, important</p>	<p>Questions</p> <p>What and how do the monuments remained from the old times in some of the districts of Georgia narrate about the history?</p>

<p>historical events and persons with local environment; understand the role of a person in the development of the country.</p> <p>S. S. pr. (II) .3. The pupil should be able to study / reveal the natural and socio-cultural characteristics of the districts of Georgia;</p>	<p>Which important personalities, events, myths and legends are related to the history of one of the districts of Georgia?</p> <p>What causes the peculiarities of settlement and types of housing in some of the regions of Georgia?</p> <p>Why do the various historical-ethnographic regions of Georgia differ from one another (e.g. Folklore, cuisine, dress and customs)?</p> <p>Why do the representatives of different ethnic, cultural and religious groups live in Georgia?</p> <p>Which famous travelers are historically associated with one of the district of Georgia?</p> <p>Concepts:</p> <p>History, source, fact and interpretation; Century, chronology ; Nation, ethnic group;</p> <p>Historical-Ethnographic District.</p>
<p>Recommendations</p>	
<p>Examples of class activities</p> <p>Indicating different episodes from the history of Georgia on the chronological scheme;</p> <p>Presenting gradually the process of obtaining bread (starting from land cultivation) in the form of a table; comparing the old and new (with presenting technological changes) methods with each other;</p> <p>Visiting the museum of studying the local history / museum-reserve and comparing the own ethnographic existence with that of other districts of Georgia;</p> <p>Reviewing the documentary "Near Ananuri" / "Bolnisi Sioni" (publisher "Training TV Center").</p>	
<p>Samples of tasks for independent work:</p> <p>Preparation of group presentations in regard with the different episodes of history of Georgia;</p>	

Painting the pictures, which represent the peculiarities of existence of one of the districts of Georgia;

Drawing the comics about the historical episode related to one of the districts of Georgia;

Creating the photo album related to the most important cultural and historical monuments of Georgia.

3. Results of the Standard (Civil Skills)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (II) .8. The pupil should be able to realize his/her as a child's rights and responsibilities; implementing the rights and protecting the rights of others based on the established rules and laws.</p> <p>S. pr. (II) .9. The pupil should be able to identify the actual problems / events of the society and take care of improving them with his/her own participation;</p> <p>S. S. pr. (II) .7. The pupil should be able to express the initiative, planning the oriented activities taking into consideration human and material resources;</p> <p>S. S. pr. (II) .10. The pupil should be able to realize the importance of a healthy lifestyle (personal hygiene, healthy eating, traditional and current sports activities) and follow it;</p> <p>S. S. pr. (II) .11. The pupil should be able to understand the importance of protecting the rules of security and act in the emergency and domestic situations (e.g. in the street, during the trip, on the excursion, during natural disasters).</p> <p>S. S. pr. (II) .12. The pupil should be able to understand the values (principles of democracy and historical-cultural heritage, environmental protection, and tolerance) for the normal development of the individual and the public;</p>	<p>Questions:</p> <p>How can we participate in solving actual problems (e.g. protecting the environment, cultural heritage, eco-migrants, refugees; concerning the accessibility of education, not knowing the state language) for a particular side (district)?</p> <p>How can a pupil protect his/her and the peers' rights in a peaceful way, and what means can he/she use to prevent harmful and violent actions committed against the society?</p> <p>What problems can be caused in the result of ignoring one's own duties due to the irresponsible behavior committed by the pupil and his/her peers against their side (district)?;</p> <p>Why is it important, that girls and boys should keep a healthy lifestyle and how can help us the traditional sports activities spread in some district of Georgia to maintain a healthy lifestyle?</p>

<p>S. S. pr. (II) .15. The pupil should be able to understand the functions of socio-cultural institutions (e.g. school, cultic (religious) buildings, cinema, club, museum, medical institution, and police) around him.</p>	<p>Concepts:</p> <p>Society; Responsibility; Healthy lifestyle; Volunteering, participation, civil security, district; Law, conflict; Ethnic, religious majority / minority, discrimination (oppression, violence); Elections, symbols, ethnic, cultural and religious diversity, equality, cultural heritage; Museum (house-museum, museum of studying the local history), tradition / innovation, folklore, traditional sports activities, traditional living activities.</p>
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Recommendations

Examples of class activities

Discussion in the classroom on the topic: Should the representative peers of ethnic minorities living in in some districts of Georgia know the Georgian (state language)?

For the side (district) reviewing the actual problems by using the „Problem Tree" (e.g. environmental pollution, drinking water problem, absence of recreational, resting or sports stadiums);

Inviting a social worker / civil official / representative of NGO (Non-Governmental Organization) to the class, who will talk about actual social problems for the district of Georgia.

Samples of tasks for independent work:

Finding the information for the selected side (district) via the internet or adult surveys - what are the problems of the population of Georgia? Presentation of the results;

Creation of the models for comparing the two districts of Georgia with each other;

Sharing the impressions after the visiting and introducing the functions of it in any public structure by using the ways of presentations (e.g. Local Assembly, Office of Administration) during the class activities. How have they understood/or how do they imagine the structure of public duties.

Samples of the Summary Tasks:

Conducting research through excursion in Georgia (for example, Kartli) (presentation of historical-geographical-social problems) and its results;

To hold any event in honor of Georgia, in which historical and geographical data will be reflected;
Also current social issues will be presented;

The presentation of any episode from the history of Georgia;

Visiting the Ethnographic Museum to study its sights;

Creation of informative-advertising flyers about the Georgian district;

Implementation of the simple actual civil projects (ecology, emergency situations, healthy life) for the Georgian district.

Theme: Capital of Georgia

1. The Results of the Standard (Historical Skills)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (II). 1. The pupil should be able to realize and convey the chronological view of historical facts and events. Connect with the modern socio-cultural environment (e.g. state, historical heritage);</p> <p>S. S. pr. (II) .2. The pupil should be able to connect legends and myths, important historical events and a person with local environment; understand the role of a person in the development of the country.</p> <p>S. S. pr. (II).3. The pupil should be able to study / reveal the natural and socio-cultural characteristics of the Georgian Districts;</p>	<p>Questions:</p> <p>How has been changed the location of the capital of Georgia from time to time? How has been Tbilisi established? How has it become the capital of Georgia? What kind of appearance did it have in the historical past?</p> <p>What and how does the preserved monuments tell about the history of Tbilisi (e.g. Narikala, Metekhi)?</p> <p>How do the effects war and peace reflect (historical ruins, change of borders, and change of population) in Tbilisi history and life?</p> <p>What does the story or photo inform us about the history and development of Tbilisi?</p> <p>Why do Tbilisi districts have different looks (architecture, population)?</p>

	<p>How is reflected the local color of Tbilisi in the art and writing? (e.g. Pirosmeni, Grishashvili);</p> <p>Concepts:</p> <p>History, source, fact and interpretation;</p> <p>Calendar, century, year;</p> <p>Nation, ethnic group, historical-ethnographic district.</p>
<p>Recommendations:</p>	
<p>Examples of class activities</p> <p>Visiting the museum to study the life style of the old Tbilisi (folklore, kitchen, dress, rituals);</p> <p>Reviewing the adapted episode from „Tithe Gathering” composed by Joan Batonishvili, „Bohemia of Old Tbilisi" created by Ioseb Grishashvili, which tells about the professions and lifestyle of old Tbilisi;</p> <p>The historical source - "Tbilisi taken by David Aghmashenebeli" - discussing the results of war and peace, at the same time showing the diversity of Tbilisi;</p> <p>Arrangement of the exhibition on "Religious-cultural diversity in Tbilisi".</p>	
<p>Samples of tasks for independent work:</p> <p>Finding information, what was the name of some streets / districts of Tbilisi earlier? When and why did their names change?</p> <p>Creating photo collage / video film for one of the districts of Tbilisi;</p> <p>Creating a drawing / paper model, which displays cultural and political important centers situated on the Freedom Square and Rustaveli Avenue.</p> <p>Finding the information about the further adventures of those historical characters, whose names are associated with the major historical buildings of Tbilisi (e.g. Demetre Tavdadebuli - Metekhi Cathedral);</p> <p>Creating a drawing / paper marker, which displays cultural and political importance centers on the Freedom Square and Rustaveli.</p>	
<p>2. The Results of the Standard (Geographical Skills)</p>	<p>Questions and key concepts related to the results of the study topic standard</p>

<p>S. S. pr. (II) .3. The pupil should be able to study / reveal the natural and socio-cultural characteristics of the districts of Georgia;</p> <p>S. S. pr. (II) .4. The pupil should be able to read the information on the map with the conditional marks (geometric, general and linear signs) given in the map legend;</p> <p>S. S. pr. (II) .5. The pupil should be able to understand the causes and consequences of the natural events that characterize Georgia; express adequate reaction to natural phenomena and care for protecting from them;</p> <p>S. S. pr. (II) .11. The pupil should be able to understand the importance of protection of the security rules and act in emergency and domestic situations (e.g. in the street, during the trip, on excursion, during the natural disasters)</p>	<p>Questions</p> <p>How can we use conditional signs reflected in the city plan for Tbilisi orientation?</p> <p>How does the picture or photo tell us about the history and development of Tbilisi?</p> <p>What is the reason of diversity of different activities and professions in Tbilisi?</p> <p>Concepts:</p> <p>Geography, map / place plan, border, natural resources, types of settlements, types of housing,</p> <p>Landscape (natural, anthropogenic), ecology / environmental protection, relief, climate; Natural phenomena and their defense, emergencies;</p> <p>Historical-ethnographic district); Profession, agriculture, industry, trade; Transport and communications.</p>
<p>Recommendations:</p>	
<p>Examples of class activities</p> <p>Simulative tour in Tbilisi using the map or local plan;</p> <p>Creating a contour and relief map on which Tbilisi, its surrounding sides and their connecting roads will be reflected;</p> <p>Risk assessment by SWOT analysis, working out recommendations for building a house in a dangerous place and presenting the results in the form of "license";</p> <p>Identification of the ecological problem characteristic for Tbilisi and planning the extra-curricular activities in the form of classroom lessons (cleaning, tree planting, placing garbage bins) which will be oriented to environmental protection (this activity can be done by the pupils living in the countryside).</p>	
<p>Samples of tasks for independent work:</p>	

Conducting a survey on the topic "What is the most actual problem for Tbilisi" and presentation of its outcomes (activities can be solved by associating one of the schools of village / region with one of the schools of Tbilisi and further establishing the contact with the pupils via Internet (Skype) or telephone.

Using the time line to make a photo collage on the subject: "How did the different districts of Tbilisi look in old time and now";

Conducting a simple survey with the elderly people (grandparents, parents) and peers on the subject: "Which profession was (for the older generation) and is (for the new generation) most popular in Tbilisi (or region)" and reviewing the researched results;

Taking interviews from people in Tbilisi-recreational areas (e.g. parks and squares) on the subject: "why are you visiting this place?" and presenting the results of the interview (this activity can be implemented by the pupils living in countryside).

3. The Results of the Standard (Civil Skills)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (II) .10. The pupil should be able to realize the importance of a healthy lifestyle (personal hygiene, healthy eating, traditional and current sports activities) and follow it;</p> <p>S. S. pr. (II) .12. The pupil should be able to understand the values (democracy principles and historical-cultural heritage protection, tolerance and environmental protection) for the normal development of the individual and the public;</p> <p>S. S. pr. (II) .13. The pupil should be able to understand the ethnic, cultural and religious diversity of Georgia and express a positive attitude;</p> <p>S. S. pr. (II) .14. The pupil should be able to realize the importance of the natural</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. Why do the representatives of different ethnic, cultural and religious groups live in Tbilisi? 2. Why do Rustaveli Avenue and Freedom Square represent Tbilisi center (from the cultural-political point of view)? 3. How do we use effectively touristic - recreational zones for a healthy lifestyle? <p>Concepts:</p> <p>Community, responsibility, healthy lifestyle</p> <p>Volunteering, participation;</p> <p>Civil security, law, conflict, ethnic, religious majority / minority, discrimination (oppression, violence);</p>

<p>environment, historical and cultural heritage and reveal the care attitude towards it.</p>	<p>Elections, symbols;</p> <p>Ethnic, cultural and religious diversity, equality, cultural heritage;</p> <p>Museum (house-museum, museum of studying the local history);</p> <p>Tradition / Innovation, Folklore, Writing;</p> <p>Traditional sports activities, traditional living activities.</p>
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Recommendations:

Examples of class activities

- Thematic excursion in any state structure (e.g. Local Assembly, Police, Municipality);
- Discussion of the documentary film "Pigeons of Happiness" (organization: "People in Trouble");
- Inviting a guest (for example, the District Inspector, School Doctor), who will talk about the results of abusing drugs and tobacco.
- Arrangement of the classroom talk show on the topic "Tolerance in Tbilisi".

Samples of tasks for independent work:

- Observing the surrounding areas of the school to find out how many people break the traffic rules;
- Creating a poster / slogan that echoes any social problem (drug abuse, oppression) for Tbilisi;
- Playing the role of junior police official for one day for observing the pupils' anti-social behavior.
- Presentation the results of observation;
- Writing a story by using the key words (e.g. problem, Tbilisi, volunteering, diversity), which shows the specificity of one of the actual problems of Tbilisi.

Samples of the summary tasks:

- To hold any event in honor of Tbilisi, in which it is reflected the actual material for historical, geographical and civil education;
- Staging drama, which is dedicated to any event of the history of Tbilisi or the modern social problem characteristic to it;
- Comparing Tbilisi with one of the historical-ethnographic district of Georgia by the models;

Actual Civic Projects (Ecology, Emergencies, Healthy Life);

Finding and conveying an interesting information about the capital of Georgia in cooperation with the peers living in Tbilisi (by using Skype, telephone or other means);

Creation of informational-advertising flyers about Tbilisi;

Excursion to study religious and cultural diversity in old Tbilisi.

Theme: State-Our Georgia

1. Results of the Standard (Historical Skills)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (II) .1. The pupil should be able to understand and convey the chronological view of historical facts and events; connect them with the modern socio-cultural environment (e.g. state, historical heritage);</p> <p>S. S. pr. (II) .2. The pupil should be able to connect legends and myths, important historical events and a person with local environment; realize the role of a person in the development of the country.</p> <p>S. S. pr. (II) .3. The pupil should be able to study / reveal the natural and socio-cultural characteristics of the districts of Georgia;</p>	<p>Questions:</p> <p>When and how was created the State of Georgia, Georgian script, as well?</p> <p>How were the borders of the country changing (Samachablo, Abkhazia)?</p> <p>Why is ethnic, cultural and religious diversity typical of Georgia?</p> <p>Why is Georgia characterized by various ethnographic traditions?</p> <p>Concepts:</p> <p>History, source, fact and interpretation;</p> <p>Calendar, century, chronology; State, forms of governance, script, nation, ethnic group, historical-ethnographic district.</p>
Recommendations	
<p>Class Activities:</p> <p>Creating a poster with the way of group working, which will underline the diversity of the country;</p> <p>Discussing in connection with the necessity of restoration of any historical monument;</p>	

Playing the game, that will present the heroes dressed corresponding to the Royal Council of the united Georgia (in which the various officers of the state: King, the Royal Treasurer, the Commander-in-Chief Army will participate);

Playing the role the Session of Cabinet of Ministers of the modern Parliament of Georgia.

Directions for independent work:

Finding and presenting information about any celebration of ethnic groups living in Georgia in order to find similarities and differences;

Presentation of types of housing for Georgia by drawings or photos;

Conducting a survey in peers: Name three, in your opinion, the most important fact from the history of Georgia. Compilation and presentation of the results of the survey;

Writing the further history on the basis of the story - "In Lochin" created by of Revaz Inashvili.

2. The Results of the Standard (Geographical Skills)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (II) .3. The pupil should be able to study / reveal the natural and socio-cultural characteristics of the districts of Georgia;</p> <p>S. S. pr. (II) .4. The pupil should be able to read the information on the map by means of the indicative signs (geometric, general and linear signs) given in the map legend;</p> <p>S. S. pr. (II) .5. The pupil should be able to understand the causes and consequences of the natural events that characterize Georgia; express adequate reaction to natural phenomena and care for protecting from them;</p> <p>S. S. pr. (II) .11. The pupil should be able to understand the importance of protecting the security rules and act in emergency and domestic situations (e.g. in the street, during the trip, on excursion, during the natural disasters);</p>	<p>Questions:</p> <p>What can I learn about Georgia in terms of conditional signs on different types of map?</p> <p>Why is my duty to protect the historical and cultural heritage and the environment?</p> <p>Concepts:</p> <p>Geography, map / place plan, border,</p> <p>Natural resources, types of settlement,</p> <p>Types of housing,</p> <p>Landscape (natural, anthropogenic)</p> <p>Ecology / environmental protection, relief, climate,</p> <p>Natural phenomena and their protection,</p> <p>Emergency situations, historical district);</p>

	Profession, agriculture, industry, trade, transport and communications.
Recommendations	
<p>Class Activities:</p> <p>The map correction with which the objects are depicted by incorrect conditional signs;</p> <p>Drawing up an administrative map of Georgia by using the bugles, which represent the districts of Georgia and its neighboring countries, (group work);</p> <p>Discussing the documentary about the Protected territories of Georgia (the site of the Agency of the Protected territories);</p>	
<p>Directions for independent work:</p> <p>To draw up an "Association map" with 12 regional units represented in the form of flowers. To define the kinds of natural resources in which the concrete districts of Georgia are rich, according to the mentioned map.</p> <p>Sculpting a house by using various colors of modeling clay, in which the economy will be equaled to the red color. The pupils will discuss about the role of the economy for the development of the country depending upon the parts of the house, in particular, which one of them will be colored with red (foundation, roof, window);</p> <p>Conducting a survey with parents, grandparents, senior people, whether they remember a particular event in relation to any natural phenomenon;</p> <p>Drawing a diagram T of the flora and fauna of the local environment. Researching the conjectural causes of spreading of them.</p>	

3. The Results of the Standard (Civil Skills)	Questions and key concepts related to the results of the study topic standard
<p>S. S. pr. (II) .8. The pupil should be able to realize his/her, as a child's, rights and responsibilities; To make a realization of own rights and protection of the rights of others based on the established rules and laws.</p>	<p>Questions:</p> <p>What problems maybe caused for my country due to the irresponsible behavior and ignorance from the side of my peers and mine?</p> <p>How can we contribute to developing our country on the background of existing challenges (e.g. healthy lifestyle, assess to</p>

<p>S. S. pr. (II) .9. The pupil should be able to identify the actual problems and events of the society and take care of improving them;</p> <p>S. S. pr. (II) .10. The pupil should be able to realize the importance of a healthy lifestyle (personal hygiene, healthy eating, traditional and current sports activities) and follow it;</p> <p>S. S. pr. (II) .11. The pupil should be able to understand the importance of protection of the security rules and act in emergency and domestic situations (e.g. in the street, during the trip, on excursion, during natural disasters);</p> <p>S. S. pr. (II) .12. The pupil should be able to understand the importance of values (e.g. democracy principles and historical-cultural heritage protection, tolerance, environmental protection) for the normal development of the individual and society;</p> <p>S. S. pr. (II) .15. The pupil should be able to understand the functions of socio-cultural institutions (e.g. school, cultic (religious) buildings, cinema, club, museum, medical institution and police) around him.</p>	<p>education, discrimination against women and children, violence (child abuse), not knowing the state language?</p> <p>How do the main state and social-cultural institutions take care of and protect our rights (e.g. Parliament, Court, Ministry, University (Right to Education), Opera Theatre and Museum)?</p> <p>How does the state care for our civil security?</p> <p>How can I let the government know about the important issues with the help of the means I've got at hand?</p> <p>Concepts:</p> <p>Community, responsibility, healthy lifestyle</p> <p>Volunteerism, participation, civil security, law, conflict, ethnic, religious majority / minority, discrimination (oppression, violence);</p> <p>Elections, symbols;</p> <p>Ethnic, cultural and religious diversity, equality;</p> <p>Cultural heritage, museum (the museum of studying the local history / house-museum), tradition / innovation, folklore, alphabet, traditional sports activities, traditional living activities.</p>
<p>Recommendations:</p>	
<p>Examples of class activities</p> <p>"Mental attack" on the topic: What rights do citizens have? Then discussion: How does the state protect these rights?</p> <p>Visit to any Public Structure (Emergency Management Agency, Regional Fire Fighting Rescue Services, Local Self-Government Bodies, House of Justice). Get acquainted with their functions;</p>	

To write a petition in the form of group assignment concerning one of the actual issues relevant to the country;

Samples of tasks for independent work:

Writing the topic: My and my peers' duties before our country;

Gathering the materials about the civil activities carried out by various people in different times (protection of historical-cultural heritage, environmental protection, charity, volunteerism);

Finding and presenting the information about Olympic achievements of Georgian athletes;

Using the keywords (e.g. problem, state), writing a topic: What would I improve in my country?

Samples of Summary Tasks:

Staging a drama in the form of playing the role, which is dedicated to any important event of the history of Georgia;

The role of a drama game is dedicated to the current social problem of Georgia;

Implementation of simple civil projects (ecology, emergency situations, healthy life) for Georgia;

Studying, generalizing and presenting the problems of the peers living in Georgia by using Skype, telephone or other technical means;

Creating the informational-advertising flyers / video about Georgia;

Arranging an excursion to one of the districts of Georgia / museum with the purpose of learning the diversity of the country.

The order №182 of the Ministry of Education and Science of Georgia, dated December 30, 2016, website, 03.01.2017.