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Peace Education Through Social Studies Curriculum in U.S. and Georgian School Settings

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MASTER'S PROJECT

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PEACE EDUCATION THROUGH SOCIAL STUDIES CURRICULUM

IN

U.S. AND GEORGIAN SCHOOL SETTINGS

Spring 2004

TABLE OF CONTENTS

ABSTRACT

I. INTRODUCTION

- 1.1. My Personal Interest to the Research Topic**
- 1.2. Problem Statement**
- 1.3. Research Question**

II. LITERATURE REVIEW

- 2.1. Overview of Theoretical Framework**
- 2.2. Overview Experimental Findings/Research Projects in USA**
- 2.3. Overview Instructional Methods for Peace Education**
 - 2.3.1. Direct Instruction Model**
 - 2.3.2. Concept Development Model**
 - 2.3.3. The Jigsaw - Cooperative Learning Model**
- 2.4. Discussion of Instructional Models**

III. DESIGN AND METHODS OF THE RESEARCH

- 3. Strategy of the Research**
- 3.1. Analysis of Materials**
- 3.2. Observation, Interviews and In-Depth Interviews**
 - 3.2.1. Observations**
 - 3.2.2. Interviews with Amherst Regional Middle School (ARMS) Teachers**
 - 3.2.3. In-depth Interviews with Georgian Teenagers**
- 3.3. Code System for Data Analysis**

IV. FINDINGS

- 4. Comparative Data Analyses**
- 4.1. Discussion on Curriculum Variable**
 - 4.1.1. Documents**
 - 4.1.2 Interviews**
 - 4.1.3. Observations**
- 4.2 Discussion on Instructional Variable**
 - 4.2.1. Documents**
 - 4.2.2 Interviews**
 - 4.2.3 Observations**
- 4.3. Discussion on Context (learning environment) Variable**
 - 4.3.1. Documents**
 - 4.3.2. Interviews**
 - 4.3.3. Observations**
- 4.4. Summary of Findings**

V. IMPLICATIONS

REFERENCES

APPENDIXES

ABSTRACT

This study is a comparative discussion of social studies curriculum content, instructional practices, and learning environment between two countries' education settings—the U.S. and the Republic of Georgia.

Research on peace skills education in secondary school settings shows a meaningful relationship between three variables: curriculum content, instructional practices, and learning environment. I conducted qualitative research to try and answer the question “How do schools educate students so they acquire peace skills?” This study argues for the recognition of the importance of the interdependence of these variables to reinforce students' achievement in peace skill dimensions: the recognition of contribution and success, acting with respect, sharing power to build community, and making peace.

The study uses qualitative methods that incorporate social studies curriculum analysis, interviews, and observations. U.S. documents on social studies curricula included guidelines from the national, state and local levels. Georgian documents included History textbooks, Georgian subject time tables, and a letter from the director of the World Bank-funded Georgian education reform program, “Education system realignment and strengthening Program.” In addition, four formal and four in-formal; interviews were held with teachers from Amherst (Massachusetts) Regional Middle School, and in-dept interviews were held with two Georgian teenagers. Observations of the U.S. school setting were held in middle school classrooms, cafeteria, and the playground.

Based on the research and analysis, several recommendations were developed for the Georgian education system, specifically for middle schools.

“Yet true happiness comes from a sense of inner peace and contentment, which in turn must be achieved through the cultivation of altruism, of love and compassion, and elimination of ignorance, selfishness, and greed.”

**Dalai Lama, The Nobel Peace Prize Acceptance Speech -
- December 10, 1989, Oslo, Norway**

I. INTRODUCTION

Peace education has become a central global issue in the past decade. The experience of war in different countries at the end of the twentieth century has necessitated the idea of creating a culture of peace among populations all over the world. Questions about the dimensions of peace education, such as what is helping to create a culture of peace and what is hindering it, have become more and more important on national and international levels. The last year of the 20th century (2000) was proclaimed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as the “International Year for the Culture of Peace.” But soon after, in 2001, all of modern society was horrified by the tragedy of September 11. It became clear that each member country of the United Nations needed to be ready to contribute much more to developing peace culture among their citizens. Historically UNESCO has helped countries create partnerships between governmental and non-governmental structures to work on new curricula, teaching materials, and pedagogical methods for teaching history that promotes the ideas of reconciliation rather than nationalism.¹ “UNESCO is a neutral forum to get people to discuss issues that can lead to better educational programs...encourage experiments in which countries in the region work together on history textbooks and

¹The International Institute for Education Planning (IIEP), at UNESCO now offers a course in “education in emergencies” for its lead summer training. (see www.iiep.org)

other education materials to remove any prejudices or stereotypes they might contain about other nations or groups” (Perkins-Gough, Lindforst & Ernst, 2002, p.16). UNESCO created a schools network of 7000 schools within 170 countries where educators are supported to develop cross-culturally enriched curriculum and teaching materials, books, video-clips, and a CD-ROM called “Educating for Citizenship” (www.unesco.org). For example, the “Balkans Textbook Initiative” was a project from UNESCO to foster reconciliation as one of the vital goals of peace curriculum of social studies (www.unesco.org/opi2/disarminghistory, 2002).

1.1. My Personal Interest to the Research Topic

My personal interest in the research topic is significant. I am from Georgia, a country with a socially, ethnically and politically divided society. The lack of peace skills among the new generation is observable and clear. During the last ten years, juvenile criminal behavior has increased. Drug use and fighting between peers in and outside school has become a very serious problem for communities. Schools in Georgia are affected by children’s aggressive behavior towards peers, teachers, and their school environment. The competitive learning atmosphere in a classroom does not provide the opportunity for children to have self-esteem and goodwill toward others. The education system in my country is still oriented towards general knowledge and not on obtaining life skills, such as being good citizens, investing energy in improving one’s community, sharing human resources, etc. Also, in the Georgian curriculum of social studies, most instructors do not stress attention on how instructional methods can accomplish peace skills development or how they can use peace education in general.

I am interested in researching peace skills education for several reasons. First, I would like to participate in the peace education curriculum development in my home country, as it will give me a chance to strengthen my practice and knowledge as a researcher and as an educator. Second, as an educator, I am interested in developing recommendations for middle school teachers to help them develop peace skills through their instructional methods in the social sciences. This would be the practical impact of my research. To direct the Georgian social studies curriculum to peace skill education, it is necessary to develop recommendations and suggestions on the overall subject teaching, to identify appropriate instructional methods for peace skills development, to create a teaching environment, and to practice cooperative discipline.

I have conducted research at the Amherst Regional Middle School, and have combined this research with in-depth interviews with Georgian teenagers who are now studying at Amherst Regional High School (Grade 9 and 10). In addition to my personal 14 years experience as an educator in Georgia, this research and the findings have allowed me to identify main differences between the Massachusetts (US) and Georgian curriculum, teaching practices, and teaching environment for peace education.

1.2. Problem statement

Peace education is a global issue. Peace concepts could be recognized through different subject curriculums. Inner peace and knowledge about peace could be achieved through obtaining general peace skills. As we see in the US, particularly in the Massachusetts education system, social studies curricula tend to develop peace concepts among students through: a) interdisciplinary curriculum, b) particular instructional

methods, and c) learning environment (Lambert, N. M. and McCombs, B. L., (1997) and Vermette, P., Foote C. (2001)).

These three components are interdependent and, when considered all together, constitute elements of peace education. They can study through condensed and multidimensional research based on data collection from interviews, observations, and analyses of curricula documents.

1.3. Research Question

The primary research question of the study is: **how does social studies curriculum¹ contribute to the peace skills education in the US and in Georgia?**

The sub-questions for the research include:

1. How does the social studies curriculum content reflect peace skills?
2. In what ways do instructional models in the social sciences at the middle school level develop peace skills if the indicators are: 1) recognition of contribution and success, 2) acting with respect, 3) sharing power to build community, and 4) making peace among the community?
3. How does the learning environment contribute to peace skills development?

¹ Curriculum here means "the course of study enacted in an educational institutions" not just the written ?? and texts.

II. LITERATURE REVIEW

2.1. Overview of Theoretical Framework

Based on web sources of national and international agencies in the U.S. and in European countries, it is clear that programs that focus on citizenship/civic education, environmental education, human rights, and women's rights are supported at different levels in formal and non-formal education institutions. In general, most civic education programs implemented during recent decades could be considered peace education and peace promotion programs because of their goals and fields of study. Global peace education is being implemented through programs, which can be categorized according to the following fields: a) peace education curriculum issues, b) conflict resolution, prevention, and mediation, c) human rights, and d) non-violence. Based on websites and peace education manuals, I have discovered organizations and projects in the U.S. that are working on peace education curriculum in the elementary, middle and high school levels (See Appendix#1: Web Resources on Organizations, Programs and Projects Working on Peace Education Curriculum). These resources contain modules for peace education, curriculum for global education, and global citizenship training exercises.

Based on the published literature, web sources, and materials covered in the course on "Education in Post-Conflict Settings" (2002 Fall semester, Hartwell), and based on my experience as a summer 2003 intern at the Peacebuilding and Development Institute at American University, Washington DC, I have seen that during the last 30 years, several major directions in the field of peace education have been initiated: a) programs, curriculums, research in school settings that deal with peace education, conflict

resolution, and negotiation skills; b) teachers' guides, teaching materials, and methodologies about peace education and conflict resolution; and c) significant amounts of materials that tangentially have goals and methods which are closely related to peace education. For example, in such materials there is often schools focus on citizens' responsibilities, multicultural education, appreciation of diversity, teaching empathy and tolerance, and bias awareness. All of these themes are major ideas behind traditional peace education curriculum (See Appendix #1 Web Resources on Peace Education).

2.2. Overview of Experimental findings /Research Projects on Peace Education in the U.S.

In the literature about peace education in school settings, researchers and educators discuss issues of curriculum, teaching strategies and methods, and stress attention to the learning environment. In addition, "peace education" can be connected to teaching practices that develop conscious awareness against violent and coercive behaviors in the family, organization, or community settings. Also, in describing peace education, researchers in psychology and education have introduced techniques preventing violent behavior at all levels of childhood, namely how to construct alternative curriculums, utilizing alternative teaching techniques, and creating an environment which prevents aggression, bullying, and coercion in the society. Based on the projects implemented in the U.S. during the last thirty years, researchers and educators have analyzed some of the core practices for peace education (Bransford J.D., Brown A.L., Cocking R.R., 2000, and <http://www.nap.edu/html/howpeople1/>).

Human developmental theories, developed by philosophers, cognitive psychologists, and psychoanalysts, have contributed the theoretical background for the development of the peace education curriculum. Some of these theories are discussed in the modern literature as the basics of modern education development. There are several famous philosophical-psychological theories, which have discussed human development stages and issues according to social, cultural, cognitive and emotional perspectives.

THE CHART OF HUMAN DEVELOPMENT THEORIES / by Arthur, (2003).

Theories of Human Development Theories	John Dewey's (1859-1952), U.S. Philosopher/ Psychologist	Jean Piaget (1896-1980), Swiss Biologist/ Psychologist	Eric Erikson (1902-1994) Vienna Psychoanalytical School	Lawrence Kolberg (1927-1987)	and Richard Stanley Peters (1919 -) UK Philosopher, founder British school of philosophy of education.
General Statement	Cognitive and moral domains are both important for individual growth and development. "the only goal of growth is more growth"	Four stage cognitive development theory addressed on emotional and cognitive development of child.	Eight stage theory addressed the emotional and social growth. Each stage of life is characterized by emotional conflict for person. How person resolves conflicts on the stages, then hope, will, purpose, competence, fidelity, love, care, wisdom will be developed.	Three levels of development of moral judgment.	Four stages of "rational morality" theory addressed that "moral development involved more than reasoning- it must combine an understanding of moral principals with the ability to apply them in situation"(Arthur, 2003, p.65)
Stages of Human Development	"his theory of development regards human life as good so long as person continues to develop "(Arthur, 2003, p.61) His theory underpinned the beginning of the character education in the U.S., beginning in the 20 th century.	The <i>sensory-motor</i> (mental operations and emotional level from birth to 24 month); The <i>pre-operational</i> (age 2 to 7); <i>Concrete operational</i> (from age 7 to twelve) <i>Formal operational</i> (from twelve to adult)	Conflict of trust versus mistrust; Autonomy versus shame; Initiative versus guilt; Industry versus inferiority; Identity versus role diffusion; Intimacy versus isolation; Generativity versus stagnation; Ego identification versus despair	" <i>Reconventional</i> " level- Person responds to the cultural rules and labels of good and bad, but interprets these rules as good is pleasurable and bad is painful ; " <i>Conventional</i> " level- it understands the maintenance of individual ,family, group, nation as valuable in its own rights, irrespective of consequences; " <i>Post-conventional</i> " or autonomous level-individual defines the moral values independently and separately from the group or person holding them ;	" <i>a-rationality</i> " applies age to three; " <i>egocentricity</i> "(like Piaget) – basic egocentric feeling and simple concepts/rules of meaning; " <i>conventionality</i> "-people accept conventions and traditions without questions; " <i>reasonable-ness</i> "- understanding codes of moral behavior and ability to evaluate the morality of made decisions

The American philosopher John Dewey's (1859-1952) theory of Moral Life, Jean Piaget's (1896-1980) four stage cognitive development theory, Eric Ericson's (1902-1994) analytical theory on emotional and social development, Lawrence Kolberg's (1927-1987) moral judgment development theory, and Richard Stanley Peters (1919 -) moral education theories have created the theoretical background for almost all experimental research and educational practices in modern education in the U.S. and in Europe. Assumptions, suggestions and recommendations for peace education are mostly based on the aforementioned theoretical background (Arthur, 2003).

Issues of peace education curriculum from preschool to college have been discussed and researched in the U.S. from the 1970s and onwards. Psychologists, educators, school administrators, and also education policy groups conducted significant numbers of small and large scale workshops, research, and projects. The articles and workshop materials of the decade from 1970 to 1980 are characterized by war/peace curriculum development and implementation in California high schools (Diablo Valley Education Project, 1970-71). The goal of this curriculum is oriented around the issues of conflict and conflict resolution. The workshop series presented by the War/Peace Curriculum Development Committee during 1970-1972 initiated peace education for social studies educators (Diablo Valley Education Project, 1970 & 1971). The first war/peace curriculum for high schools included various teaching techniques, discussion techniques, case studies, and readings.

Current peace skills curriculum is based on a systematic educational reform that began at the early 1990s during a restructuring reform in U.S. education. This reform included: changing accountability standards; redesigning curriculum; modifying

instructions; and working on personalization of the learning (Lambert and McCombs, 1997). From 1995-1996, the American Psychology Association (APA) defined fourteen learner-centered principles into four major categories: cognitive and meta-cognitive factors; motivational and effective factors; developmental and social factors, and individual differences factors. The fourteen learner-centered¹ psychological principles involve the learner and learning process. Lambert and McCombs summarized that interaction and cooperation activities during the learning process give opportunities to learners to develop reflective thinking “that may lead to higher levels of social and moral development and self-esteem...Learning settings that allow for social interactions and that respect diversity encourage flexible thinking and social competence” (1997, p.20).

In the 1990s, high schools in Florida developed a peace education practical course that included problem-solving activities and had strategies for students to participate in classroom activities and discussion without fear or failure (Speirs, 1994). Suggestions to use psychological findings based on role theory (role structure and role hierarchy) could be successfully adopted for war/peace education in classroom settings (Speirs, 1994).

Starting in 2000, the U.S. government, under the “Partnerships in Character Education Pilot Project Program,” provided grants to nine states to form partnerships with local school districts and communities to help them incorporate good citizenship, empathy, consideration, and respect for others into their programs. The pilot project program included curriculum renewal activities, teacher training and parent involvement into an education process. The main goals of the projects were to reduce discipline problems and increase peace skills through the contribution and participation in the

¹ “The Learner-centered approach is an application of the learner-centered psychological principles in practice in programs, policies, and people that support learning for all” (Lambert and McCombs, 1997, p.9).

school community. This was the most complex program of character education (and it could be called as peace education because of the similarity of goals and principals of peace education) implemented during recent years

(<http://www.ed.gov/PressReleases/05-2000/0523.html>).

Peace education curriculum development projects discussed the necessity of interdisciplinary curriculum, flexible instructional practices, and having a supportive learning environment as key areas for successful implementation for peace education which prevents violent behavior among children (James, 2003; and Wortham, 2003). Central to the peace education curriculum is the focus on “peace skills” development. “Peace skills” refers to non-problematic, and peaceful behavior (see chart of Categories of Peaceful Behavior), “constructive discipline” (which includes the “Peace Power” strategy),” and good social skills. According Mattaini, the “Peace Power” strategy includes activities for development of four categories of peaceful social behavior: 1) *the recognition of contribution and success*, 2) *acting with respect*), 3) *sharing power to build community* (emphasizes shaping collective positive action), and 4) *making peace* (Mattaini, 2001).

Categories of Peaceful Social Behavior	Characteristics of Peaceful Social Behavior
<i>The recognition of contribution and success</i>	Appears through behavior as lower levels of problematic antisocial behavior, and good discipline –“constructive discipline”- in the class. Albert (2003) noted similar strategies of teachers and educators that were called “cooperative discipline.” One longitudinal study with several thousand children in USA public schools indicated a highly significant effect of good social skills development (personal communication) on the reduction of student suspensions (absence), principal referrals, playground fights, and vandalism (Mattaini, 2001). These skills increased the academic performance and collective positive action
<i>Act with respect</i>	Appears when students are acting with respect for one’s-self, others, and the environment by demonstrating cooperative behavior, respecting school property, showing respect to elders and peers, etc.
<i>Sharing power to build community</i>	Emphasizes shaping collective positive action. “Every one, every child, every staff person, every parent has something valuable to contribute to the collective. Everyone’s contributions are needed to produce the collective outcomes within cultural systems, thus promoting inclusion”
<i>Making Peace</i>	Accentuates conflict resolution and peer mediation skills among students.

Chart is developed according to Mattaini (2001, p. 5).

Development of the described skills was observed in U.S. schools through the implementation of particular peace education curricula. In addition, the results of the “Peace Power” strategy on peace education were significant (Mattaini, 2001, p. 5).

Development of peace skills characteristics closely related to the Social Identity theories¹, socialization² and role identification of the person. Children who are identified by Wortham (2003) as “socially successful” exhibit positive social behavior by avoiding misbehavior that causes conflicts between peers, teachers, and society in general. The issue of achievement of social identification through curriculum was observed in Wortham’s research, which focused on social identity development that was facilitated by discussions and curriculum themes during language classes. The author suggests how particular social identities emerge from but also transform presupposed socio-cultural patterns and how this process can be mediated through the academic curriculum.

Based on his research, Wortham (2003) concludes that there is interdependence between social identification and influence of the curriculum. “Details of the curriculum get used to help construct social identities for students and teachers in more subtle and context specific way” (Wortham, 2003, p. 244). The research shows that students adopted context-specific identities based on curriculum themes. Identity development always goes on in classroom discourse, no matter how pedagogically successful. Social sciences and humanities curriculum, in addition to being a set of ideas, also represents desirable and undesirable types of people, and these categories can be used to identify students and teachers themselves (Wortham, 2003, p. 244). Curriculum categories can

¹ **Social identity theories** – Tajfel and Turner, among others, have taken great interest in what happens to an individual’s self-perception when becoming a member of a group. The theory of social identity was developed by Tajfel (1981) and Tajfel and Turner (1979), and accounts for ETHNOCENTRISM in the MINIMAL GROUP paradigm. On assignment to a group, people appear automatically to think of that group as better for them than any alternative out-group. This is because they are motivated to keep a positive self-image. This **self-image** has two component parts: **personal identity** and **social identity** (the number of social identities one person may have has no theoretical limit). Any action or cognition which elevates the social identity will therefore tend to elevate also the self-image (http://www.psybox.com/web_dictionary/Socialidentity.htm).

² **Socialization** – The process through which an individual is taught the expected behavior within his/her culture through the interaction with family, school and wider social circles. Through these relationships the developing child is integrated into the social world (http://www.psybox.com/web_dictionary/Socialization.htm).

successfully contribute to categories of social identity. This is a very important experimental finding that builds a good argument as to how the content of social studies subjects can play a significant role in peace education.

As mentioned earlier, when children's social identification becomes problematic, they misbehave. Misbehavior is associated with non-peaceful, sometimes violent behavior toward peers, teachers, parents and environment. Another researcher and educator whose work demonstrates and describes strategies for establishing a peaceful learning environment and effective peace skills education is Linda Albert. As Albert discusses in her book, *Cooperative Discipline*, misbehavior from the children could be motivated by several reasons: a) seeking attention; b) looking for power; c) looking for revenge, and d) avoidance of failure (Albert, 2003).

Albert (2003) describes in detail the process when identifying student misbehavior and strategies for prevention and intervention. The author analyzes relevant teacher responses to children's misbehaviors and develops strategies for classroom management. Albert summarizes **cooperative discipline**³ as an alternative approach to discipline that will lead to a positive and peaceful classroom climate. She analyzes cooperative discipline in comparison to other, more traditional, educational discipline approaches. She stresses three main differences that identify cooperative discipline as a teaching strategy for peaceful classrooms:

First, the comprehensiveness of cooperative discipline helps students identify and choose appropriate (good) behavior and avoid misbehavior. Albert defines misbehavior

³ **Cooperative Discipline** provides a sustainable message for all who work with children: administrators, teachers, specialists, aides, cafeteria workers, and bus drivers. The teacher is able to create a consistent but flexible learning environment and joins with the students in establishing a cooperative plan for classroom rules, procedures, use of time, and academic learning that governs the classroom, all within a developing democratic structure. (<http://www.educationworld.com>)

as “behaviors, which cause disruptions in the learning process by interfering with teacher’s teaching with other student’s learning, or with students own learning” (2003, p. 27). By discussing the prevention, intervention, and supportive strategies of cooperative learning, the author shows how the findings of accepted psychological theories could benefit strategies for avoiding misbehavior. More than 50 helpful strategies were discussed in the book (Albert, 2003).

Second, cooperative discipline promotes character building through the strategies of encouragement, collaboration, and contribution. The program educates school students: a) to feel *capable* of achieving academic success, b) to form positive relationships with teachers and peers, c) to reduce conflict and prevent violence, d) to practice citizenship skills, and d) to take mutual responsibility for the welfare of all.

Third, the cooperative discipline approach has a strong connection to the latest brain-based research. The cooperative approach is based on the knowledge and explains mechanism of brain functions within a stressful environment. Cooperative discipline builds upon teaching strategies that decrease the stress level, as peaceful behavior releases endorphins, neurotransmitters that allow students to access the areas of the brain needed for academic success (Bransford J.D., Brown A.L., Cocking R.R., 2002).

Albert does not characterize her program objectives with the term “peace skills”, but the whole logic of cooperative discipline is closely related with “peace skills” development. She shows how a peaceful atmosphere among teachers, students, and parents, as well as with administrators of the school, is necessary for students’ academic success. In addition, she analyzes optimal ways (strategies) for developing workable partnerships for resolving the discipline dilemma at school and in a student’s life:

“With cooperative as the byword two achievements are possible: First, the classroom becomes a safe, orderly, inviting place in which to teach and learn. Second, student self-esteem increases. That must happen if we want students to behave more responsibly, and achieve more academically” (Albert, 2003, p. 1).

Albert (2003) discusses strategies of relationships that make school students successfully connected to the class. Those “A” strategies are: *acceptance, attention, appreciation, affirmation, and affection.*

Chart of “A” Strategies by Albert (2003)

<i>Acceptance</i>	Accepting students’ cultural differences, accepting students with disabilities, accepting students’ personal life, accepting the Doer (active person) not the Deed (action)
<i>Attention</i>	Providing a large dose of teachers’ attention is very important. Also teach students that asking for attention is a good strategy to avoid misbehavior.
<i>Appreciation:</i>	Using a three-part appreciation statement-- describes the student’s action, describes how teachers feel about action, and describes the action’s positive affect.
<i>Affirmation:</i>	Affirmation statements verbally or in a written form encourage students to believe in their known desirable traits and to become aware of hidden traits
<i>Affection:</i>	It is a powerful tool to express the teacher’s attitude toward the students. Good teachers are those who can not only present information in a coherent, intelligent manner but also establish mutually affectionate and rewarding relationships with their students.

According to Albert, “when students contribute, they feel needed. Students need to feel they belong. Those who belong develop high self-esteem. Students with high self-esteem have much to contribute. It’s a wonderful circular process in which each part reinforces the other” (Albert, 2003, p.121). She suggests five strategies/techniques for teachers to develop a positive learning environment, namely: 1) encourage students to contribute to the class; 2) encourage students’ to contribute to the school; 3) encourage students’ to contribute to the community; 4) encourage students to work to protect the environment; and 5) encourage students to help other students.

The logic of Albert's and Mattaini's teaching strategies are very similar. These strategies, "Peace Power" and "Cooperative Discipline," could be considered as modern strategies for peace education within a formal U.S. education setting.

2.3. Overview of Instructional Models for Peace Education

Based on different philosophical, ideological, historical and cultural assumptions, schools use different instructional strategies for peace skill education and/or character education. The main goal of any instructional method for peace education is to prepare students for active and peaceful citizenship. Any types of instructional methods in social studies curriculum should develop the skills required for competent participation in the peace-building process in their home communities and countries. "What is learned in the schools depends less on what students are taught and more on what they experience" (Schimmel, 2003, p. 22).

There are a wide variety of instructional models in curriculum theory practice. For this analysis we examine **Direct Instruction Model**, the **Concept Development Model**, and the **Jigsaw-Cooperative Learning Model** (Gunter, Estes, & Schwab, 1999). The following section will compare and contrast each model.

2.3.1. Direct Instruction Model:

This model is based in part on behavioral research about how effective training occurs. It is most useful in teaching skills that can be broken into small, discrete segments, with each segment building on the prior one. Direct instruction is characterized by relatively short instructional periods followed by practice until mastery learning is achieved (Gunter, Estes, & Schwab, 1999).

Steps in the Direct Instruction Model are: 1) review previously learned material, 2) state objectives for the lesson, 3) present new material, 4) guide practice with corrective feedback, 5) assign independent practice with corrective feedback, 6) review periodically with corrective feedback if necessary (Gunter, Estes, & Schwab, 1999).

This model is based on the traditional paradigm of teacher-centered education and passive learning. Students tend to be engaged in this model. Because of these reasons, the direct instructional method is the least effective model for peace skills development.

2.3.2. Concept Development Model:

The concept development model mirrors natural human thought processes. It gives students practice in categorizing as well as in performing the other mental processes involved in developing concepts. Beginning with concrete objects and progressing to more complex ideas, students learn to articulate their thoughts and to compare them to the ideas of others (Gunter, Estes, & Schwab, 1999).

Steps in the Concept Development Model are: 1) list as many items as possible that are associated with the subject, 2) group the items because they are alike in some way, 3) label the groups by defining the reasons for grouping, 4) regroup or subsume individual items or whole groups under other groups, 5) synthesize the information by summarizing the data and forming generalizations, 6) evaluate students' progress by assessing their ability to generate a wide variety of items to group those items flexibly (Gunter, Estes, & Schwab, 1999).

2.3.3. The Jigsaw-Cooperative Learning Model:

Jigsaw is a group structure that can be used across all content areas. Students start with a home group. That group is responsible for learning an assigned portion of a

task that is prescribed by the teacher. Then the teacher separates students into new groups -- jigsaw groups -- by assigning one member from each home group to a new group. If an activity begins with groups A, B, C, and D, the jigsaw groups have a member from A, B, C, and D. In the jigsaw groups, students share information and complete some sort of project or product (<http://www.educationworld.com>).

2.4. Discussion of Instructional Models:

Social studies curriculums use these instructional models to develop different concepts among students. Some models, like the Jigsaw-Cooperative Learning model, develop team-work, communication skills, concept understanding, cooperative skills, respectfulness, and other skills that are characterized as peace skills. "Cooperative learning seeks to create meaningful in-school experiences, by offering students opportunities to collaborate, converse, and reflect upon important information and often does so by having the groups become teams of investigators or analysts" (Vermette & Foote, 2001, p. 33). Recognition of the importance of team-work develops peace skills and increases the students' motivation to engage in peace practices such as those identified by Mattaini, Twyman, Chin & Lee (Mattaini, 2001, p. 3). These practices, as mentioned above, are: (1) recognition of contributions and success, (2) acting with respect, (3) active participation building community, and (4) contribution to peace.

All the instructional models contain attributes that could be used for peace skills development and peace-consciousness rising, but the most effective method for peace skills education are those that employ group cooperative work. Based on the results of longitudinal research, teamwork, cooperative learning instructional models, and

differentiated instructional models were identified as methods that resulted in creating an increased peaceful atmosphere at schools (Vermette & Foote, 2001).

In my research, I was looking for connections between instructional methods and their effectiveness for peace skills development. This connection was identified through interviews, observations, and in examining the Amherst Middle School social studies curriculum.

III. DESIGN AND METHODS OF THE RESEARCH

For this research I used ethnographic methods at Amherst Middle School and in-depth interviews with Georgian teenagers at Amherst Regional High School. School cultural data was obtained by direct classroom observation and review of curriculum materials, lesson delivery, instructional methods and tools, and student-teacher interaction inside and outside the classroom (e.g. lunch breaks and sports). I used three major research techniques: **analysis of materials, participant observation and interviewing.**

3.1. Analysis of Materials

Materials analyzed included national, state, and school social studies curriculum and Georgian history textbooks. Participant observation was based on my regular visits and attendance in class and non-class activities during an eight-week period in Fall 2003. The formal and informal interviewing was held with U.S. schoolteachers during this same period, and the in-depth interviews of two Georgian teenagers were conducted during Spring 2004.

Social Studies Curriculum in the U.S. and Georgian Settings

During my preliminary work I collected and reviewed documents relating to social studies curricula at the U.S. national and local levels. I obtained the information about national requirements from websites related to the National Curriculum for Social Studies (<http://edstandards.org/Standards.html>) and from the Amherst Regional Middle School library and social studies teachers. Also, while working on data collection, I discovered the Amherst Regional Middle and High Schools web page (<http://www.arps.org>, 2003). However, the local school curriculum was only available

from the 7th and 8th grade social studies teachers (See Appendix #3: Amherst Regional Middle School 7th & 8th Grades Social Studies Curriculum).

In my attempts to obtain information about Georgia's social studies curricula, I received a letter from Gigi Tevzadze, director of The World Bank's "Georgia General Education Reforms Project" stating that information about national social studies curricula standards were unavailable due to Georgian Ministry of Education staff turnover as a result of political changes (i.e. the November 23, 2003 "Rose Revolution"). I therefore had to use existing Georgian history and world history books, which my daughters would have used in 9th and 10th grade. Also, I examined official transcripts of 8th and 9th grades with their corresponding list of subjects. Information from the textbooks, the *History of Georgia until XIX Century*, *New History (XX century) of Georgia*, and *History of European Culture*, were analyzed and provided the foundation of many in-depth interview questions. I also received Georgian documents from the Ministry of Education regarding the National Standards for Social Studies and Science curriculum, and the National Study Plan for the 2003-2004 year.

Table of Documents Analyzed:

Documents relating to social studies curricula in the U.S	Documents relating to social studies curricula in Georgia
National Curriculum for Social Studies	National Standards in History, Geography Education.
Massachusetts Social Studies Curriculum	National Study Plan for 2003-2004 year
Amherst Regional Middle School 7 th & 8 th Grade Social Studies Curriculum	Text-books of Georgia and World Culture and History (8 th and 9 th grade)
	Copy of Transcripts for 7 th and 8th Grade

3.2. Observation, Interviews and In-Depth Interviews

I chose Amherst Middle School because each class is taught by a teachers' group (four teachers are responsible for teaching per class). Also the classes in the middle school could be identified as a small social group that is characterized by active interaction and structures. Middle school classes usually include 15-20 students instructed by one member of the teachers' team. Each student group is identified by a "color." I conducted non-formal and formal interviews with various middle school teachers. (See. Appendix #2: ARMS, Map of Classes)

3.2.1. Observations

The class observations occurred over 8.5 cumulative hours during which I attended classes and observed the students' behavior and activities during the social science classes, in the cafeteria, at the playgrounds. Observations for the 7th Grade Tangerine class and the 8th Grade Gold class were conducted during 4 classes, totaling 3 hours. Some groups were also observed on the playground (physical education classes: one hour and 30 minutes). Other classes were observed in the cafeteria (2 hour observation) and library sessions (2 hour observation). The format of the observation is described in the following chart:

Observation Sheet

Date: Place: Observer: Object of observation:			
Observable Patterns in the Classrooms, Cafeteria and Playgrounds.			
1.	<i>Classroom physical environment-</i> Characteristics of the details in the classroom: furniture, light, teaching facilities, configuration of the tables and etc.	<i>Students behavioral patterns in the classroom</i>	<i>My comments:</i> Comments were added during the class, as well after observations
2.	<i>Cafeteria physical environment</i> Characteristics of the details in the Cafeteria: light, odors, sanitary conditions, products, facilities, configuration of the tables and etc.	<i>Students behavioral patterns in the cafeteria</i>	<i>My comments:</i> The same
3.	<i>Playground physical environment</i> Characteristics of the details in the playground: light, odors, sanitary conditions, sport facilities, configuration , and etc.	<i>Students behavioral patterns in the playground</i>	<i>My comments:</i> The same
4.	<i>Instructional model name</i> Description of the model's activities used during class	<i>Teachers' behavior during the class implementations</i> Notes on teachers' reactions, responses and behavior toward students. Identified were the particular methods that helped students in developing moral, social and cultural aspects, as well as recognizing racism, discrimination, prejudice, sexism, and all other forms of inequality and exploitation. Students comments as well teachers' one were noted.	<i>My comments:</i> Comments focused on how the personal and social values as peace skills appeared through the discussions among and peers.

Based on this observation sheet, I wrote notes on four areas: 1) classroom physical environment; 2) cafeteria physical environment; 3) playground physical

environment, 4) instructional model used. The observation field notes were developed according to the following variables:

- Students' behavioral responses,
- Recognize contribution and success,
- Acting with respect,
- Sharing power to build community,
- Making peace,
- Team work activities,
- Problem solving or concept development in the field,

The observation summary sheet helped me to organize the reactions and behavioral patterns of participants during each observation.

3.2.2. Interviews with Amherst Regional Middle School (ARMS) Teachers

Before attending each class session, I interviewed the instructors about subject content, how it related to peace education curriculum, and about the instructional methods that would be implemented during the session. I was particularly interested in how their instructional methods helped students to obtain peace skills and develop the four peace skill strategies mentioned earlier.

The schedule of the interviews and the observations:

#	Group Name	Formal Interviews	Informal Interviews	Class Observation	Cafeteria Observation	Library Observation	Playground Observation
1.	Blue 7G				Observed Ob. G (G-General)		
2.	Crimson 7G	T1 (W) T- Teacher W-Woman	T5 (W*) *- in Cafeteria		* Observed Ob. G		
3.	Green 7G				Observed Ob. G		
4.	Sequoia 7G		T7(W**) ** - in Library		Observed Ob. G	observed Ob. 3.1 Ob 3.2 **	
5.	Gold 7G				Observed Ob. G		
6.	Noir 7G		T6(W*)		*Observed Ob. G		
7.	Silver 7G				Observed Ob. G		
8.	Tangerine 7G	T2 (M) T- Teacher M-Man		Observed 2 Ob.1.1 & Ob 1.2	*Observed Ob. G		Observed Ob. 5.1 Ob. 5.2
9.	Blue 8G				Observed Ob. G		
10.	Crimson 8G		T8 (W**) ** - in Library		Observed Ob. G	observed Ob. 4.1 Ob. 4.2	
11.	Green 8G				Observed Ob. G		
12.	Sequoia 8G				Observed Ob. G		
13.	Gold 8G	T3 (M)		Observed 2 Ob 2.1 Ob 2.2	Observed Ob. G		Observed Ob. 6.1 Ob. 6.2
14.	Noir 8G		T6 (W*)		* Observed Ob. G		
15.	Silver 8G	T4 (W)			Observed Ob. G		
16.	Tangerine 8G				Observed Ob. G		

The codes for interviews and observations: 7G, 8G –Grade; T – Teacher; W – Woman; M – Man; T -Teacher interviewed in cafeteria; T** - Teacher interviewed in library.*

This research strategy gave me an opportunity to understand how well the teachers recognized the importance of instructional methods in peace concept development, and its meaning in peace skill education.

Each interview and observation was analyzed right after the session. Findings were modified according the data analyzing strategy that was based on the Mattaini's concept of "Peace Power." I used a tape-recorder during the interviews and took field notes during the observation.

Interview protocol:

Amherst Middle School has eight 7th grade and eight 8th grade classes. Both grades' classes are divided by color names: Blue, Crimson, Green, Sequoia, Gold, Noir, Silver, and Tangerine. A teachers' team instructs each class. Three Social Studies teachers and one Math teacher were formally interviewed and three teacher assistants were in-formally interviewed in the cafeteria (2), and library (1). In addition, informal interviews were held in cafeteria with team teachers from 7th Grade Crimson and 8th Grade Noir classes. All social studies teachers from 7th Grade Tangerine, 7th Grade Sequoia, 8th Grade Gold, and 8th Grade Silver classes signed informed consent letters (see Appendix: Consent Letter). All interviews with ARMS teachers lasted over 2 hours.

Interview Questions:

Curriculum Content:

1. What subject are you teaching and what is the main purpose of it?
2. What kind of opportunities does your subject give to the students (i.e. cognitive, behavioral, and spiritual aspects)?
3. How do you think that social studies promotes an understanding of prejudice, discrimination, racism, sexism, and all forms of inequality and exploitation?
4. How do you define peace skills?

Instructional Methods:

5. What types of the instructional methods do you use as a social studies teacher?
6. How do these instructional methods help students to develop personal social values and skills? Could you remember some particular examples from your experience?
7. How do the instructional methods develop students' collaborative and cooperative skills, abilities, and attitudes?

Learning Environment:

8. How does the subject support students in treating themselves, others, and the environment with respect?
9. How do you think peace skills are observable? Can you give me some examples from your experience where you observed the expression of the particular skill development?
10. Can you remember some specific examples from your teaching experience that demonstrates students' respectful behavior that was the result of education?

3.2.3. In-depth Interviews with Georgian Teenagers

As discussed earlier, I also used in-depth interviews with Georgian teenagers as a research method for collecting and analyzing the data about peace skills education in Georgia. I used in-depth interviews with my teenager daughters, Irina (age 16) and Tamar (age 15). Before arriving in Amherst, they graduated 8th and 9th grades; since October 2003, they have been attending 9th and 10th grades at Amherst Regional High School.

The idea of in-depth interviewing with my children came from the daily discussions and conversations with Irina and Tamar (in coding scheme they are mentioned as Student 1 and Student 2) about differences in the overall curriculum and school environment between Amherst and Georgia. The new experience gave them a chance to identify the main differences between two educational systems, and therefore gave me ideas for a better understanding of what is necessary for future development in the Georgian education setting.

In-depth interviews protocol:

I conducted six interviews between 27-29 February and 3-5 March. Each student was interviewed separately concerning the three main research topics: curriculum content, instructional methods, and learning environment. The questions closely resembled those posed to the teachers. Each interview lasted 30 minutes. A total of three hours of in-depth interviewing was conducted. Each week consisted of one round of focus area triples: 1) social studies curriculum content in Georgian school setting, 2) instructional methods using Georgian classrooms, and 3) school and classroom physical environment. The answers were transcribed and coded based on the focus areas and followed the same system as the teacher interviews and curriculum document analysis.

3.3. Code System for Data Analysis

For data analysis I developed two sorts of codes for text/data classification. These codes were selected according to the main variables that are discussed in the paper. The scheme that I developed for future data analyses reflect the connection between first level variables (curriculum, instructional method, and learning environment), and second level variables (peace skill/strategy development).

I. Codes for variables used in peace skills education data classification and analyses

CC – Curriculum Content

IP – Instructional Practices

LE – Learning Environment

II. Codes for variables and co-variables of peaceful/non-peaceful behavior

RCS - Recognition of contribution and success

RCS (PB) No/Yes problem behavior

RCS (CD) Constructive Discipline in class

RCS (SS) Good/Bad Social skills (communication and etc.),

RCS (A) Absence

AWR – *Acting with respect:*

*AWR (S) **Self**-respect*

*AWR(O) respect toward the **others***

*AWR(E)respect toward the **environment***

SP - *Sharing power to build community (emphasizing shaping collective positive action)*

SP (SC) Students' contribution to the collective

SP(TC) Teachers' contribution to the collective

SP (PC) Parents' contribution to the collective

MP- *Making Peace*

MP (CRS) Conflict resolution skills

MP(MS) Mediation skills

IV. FINDINGS

4. Comparative Data Analyses

Guide -Sheet for Data Analysis and Discussion

	Documents	Interviews	Observations
Curriculum Variables	US, State, Local	ARHS Teachers	Class
Instructional Variables	and	and	Cafeteria
Context Variables	Georgian Social Studies books	In-depth interviews with Georgian Teenagers	Playground

Succession of the Data Analysis and Discussion

A) Data analyses and Discussion on **Curriculum** Variables

Documents

Interviews

Observations

B) Data analyses and Discussion on **Instructional** Variables

Documents

Interviews

Observations

C) Data analyses and Discussion on **Context** Variables

Documents

Interviews

Observations

4.1. Discussion on Curriculum Variables

In the analysis of curriculum variables, three main areas have been covered: integration of teaching subjects' content, positive and negative interaction, and community establishment. According to my viewpoint, these three areas tend to develop sets of dispositions that are helpful to the underlying development of four peace building behavioral strategies, such as recognition and contribution to success, acting with respect, sharing power, making peace through conflict resolution and mediation skills.

4.1.1. Documents

During my research work I looked through three sorts of curriculum guidelines within the U.S. context. Those documents were:

National Council for Social Studies (NCSS);

Massachusetts Social Studies Curriculum (MSSC);

Amherst Middle School Social Studies Curriculum (AMSSSC)

I also analyzed the following Georgian curriculum guideline documents:

National Standards of Social Studies in Georgia,

National Study Plan for 2003-2004 year of elementary, middle and high schools,

Three textbooks in Georgian History and World Culture, and

A letter from the director of the World Bank-funded Georgian education reform program, "Education system realignment and strengthening Program,"

In addition, I used in-depth interviews with Georgian teenagers to help me obtain a picture of social studies in the Georgian context.

Documents on National and Local Curriculum at U.S.

The NCSS document contains ten major interrelated topics which are taught from fifth to twelfth grades in U.S. middle and high schools. These themes include perspectives from different aspects of history, drawing upon historical knowledge, and presenting new constructs and visions that historians and scholars in the social studies employ to study the past and its relationship to the present. According to the goals of the curriculum, students are expected to use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. Such approach integrates the various disciplines to each other (NCSS, 1992). For instance, the following subjects such as history, geography, political science, sociology and language arts are interrelated

with each other and are taught in the course of social studies. This is in contrast to Georgian curriculum where all the subjects are taught separately. For Georgian students' learning is different because topics are not related to each other; this makes it difficult for students to make sense of their learning.

"...when we covered the topics of Early History of Georgia it was difficult to understand the geographical situation of the particular parts of the country which were lost during the centuries. It was difficult for several reasons. Classes in geography covered different topics and didn't relate with the history topics. Also it was very difficult to connect historical and geographical issues without practical homework. Here in Amherst, we always have practical assignment and we learn through doing" (Stud.1, CC).

Documents on National Standards in Geography and History in Georgia

Existing Georgian social studies curriculum is not directed to the learning process—it is directed to the content of learning. More important is what kind of knowledge is presented than how it is learned. The standards of Georgian social studies curriculum for history, geography, civic education and justice were developed in 1996 and were published by the Ministry of Education of Georgia in 1997. The current Georgian education system still uses the same standards.

The general structure regarding standards in geography and history contain guidelines in two areas: subject content education and definition of requirements for students. There is no chapter of guidelines for assessment or requirements for teachers. The National Standards in Geography Education in Georgia is a 12 page document that contains description of the standards on elementary, secondary and high school geography levels. Most questions, which come up for me, were about students'

assessment (rubrics). Current documents on national standards in geography and history do not include standards of instructional variables and assessment.

Each level of education (Elementary, Middle, High) classifies requirements for students. Students need to master definition, description, and explanation of the geographical topics. There are no standards in communication, presentation, and cooperation skill development nor in essay writing. This skill seems to be developed on teachers' volunteer basis. Also there is no standard definition on learning environment.

Based on my analysis of the documents, it seems that the education standard in Georgian social studies is knowledge-centered, but is also student-centered, as the General Plan for 2003-2004 outlines the necessity of differential instruction according to students' varying needs. Based on in-depth interviews and personal experience, I can attest that Georgian teachers have conflicting perceptions as to the meaning and methods of differentiated instruction, learning, and environment.

The General Study Plan for 2003-2004

The general study plan is a document that contains the following parts: general description of particular subjects, design and regulations on class duration, number of students and duration of breaks, and subject time table for elementary, middle and high schools. According to the general plan, geography is taught two hours per week, history that contains History of Georgia and World History is taught four hours per week. In addition, social studies includes "Introduction to the Basics of Government and Justice of Georgian," which is taught one hour per week. The study plan, however, does not include the guidelines, or any directions for curriculum content, instructional practices, or learning environment variables.

Several textbooks for civic education exist, but those are optional for Tbilisi high schools; standards and curriculum in the subject teaching do not exist yet. A new social studies curriculum will be developed by 2005 (Tevzadze, 2004).

I want to emphasize that the focus of my research is on the impact of curriculum on students' peace skills. One of the goals of U.S. social studies curriculum is to develop understanding of individuals, groups, and institutions. Covering the related topics through different subjects in the social studies curriculum develops students' communication, leadership, and interpersonal skills at Amherst middle and high schools. In the U.S. themes such as sharing power are developed through the topics of community, propaganda, challenges and accomplishments of early centuries, causes of Civil War and Reconstruction, which includes states' rights, economics, slavery, and actions of individuals. These topics all develop students' understanding of power sharing and the contribution and the meaning of personal contribution to the collective good.

Based on the Georgian textbook of the world history in the 20th century, I can conclude that the issue of responsibilities of individuals, groups and institution in the world development process is discussed after each chapter. The book contains ten chapters and each chapter has summary and discussion questions about the role of historical persons, community movement, and political parties. However, the question that arises for me is how can following the official curriculum bring about personal understanding (on the students' part) without group projects and group activities during the class? To understand the meaning of responsibility, leadership, and effective communication, it is necessary to experience group and personal responsibility, and to become a leader with good communication skills.

"In Georgia I have never experienced participation in a group project. I did not have such experience in either history, geography nor literature and science classes in Georgia. This is a new experience for me at Amherst Regional High School. I like it very much. Working together with peers is a pleasure and it makes me more organized and responsible. I always worry about group presentations and it doesn't matter who is presenting, me or my friend." (Stud.2, IP & CC.).

The frameworks of U.S. social studies curriculum focus on how students understand the causes of main historical events like the American Revolution, the purpose and key ideas of the Declaration of Independence, the reasons for supporting and not supporting war, the different meanings of equality, and the significance of Emancipation Proclamation. All these ideas and events are powerful topics for developing an understanding of main ideas for peace education.

The local curriculum at Amherst, Massachusetts covers the following aspects such as community establishment, propaganda, positive and negative cross-cultural interaction. However, the content contains main directions for developing students' peace skills - the role of teacher, instructional practices, and the school environment. All these variables (content, teacher, instructions, and environment) play an essential role in developing peacebuilding skills.

After examining and analyzing all three Georgian textbooks of history, I noted that they theoretically make positive propaganda of peace and encourage acting with respect towards other neighboring nations and communities. Even though Georgia has had wars almost with all its neighbor countries, the word "enemy" doesn't appear in the general text, only in the words of historical persons (in footnotes or appendixes) .

Based on the interviews, it is apparent that there is a wide gap between the official curriculum's tolerance and respect of the countries and people, and the authoritarian instructional methods of the teachers.

4.1.2. Interviews

According to interviews with social studies teachers, the Massachusetts framework is the standard that all students at middle school need to learn by the time they graduate.

Interviews with teachers at Amherst Middle School showed that teachers are worried about the development of children's reading and writing skills for developing peacebuilding skills in addition to students knowing how to add and subtract (T1, CC).

From the interviews with teachers I understand that 7th and 8th grade social studies curriculum includes strategies for writing, reading, analysis, application and communication skills development. All social studies teachers described how they try to reach the overall goals of the curriculum. Based on the interviews with T1, T2 and T4, I understand that through writing, students use computers to develop analytical essays that include a thesis statement, topic sentence and supporting details. Reading allows student to differentiate and effectively use primary and secondary resources; through analysis, students construct and interpret data and timeline and recognize chronology. Using this technique, students improve critical thinking. In application, students apply study skills for test-taking while in communication, students practice oral presentations, cooperative learning, listening skills, and debate skills. A summary:

"This is a good book that I've used for years, "The World We Live In: Cultural Concept Studies" is a series of readings. Patterns of cultures, all cultures have a pattern. And, again, what I ask them to do then is a typical homework assignment. I give them some terms that they need to know. They read the section, which comes from this book. And they read it and there are some activities that they have to do, find those terms. And in class we discuss, we argue, we discuss and we'll go over, talking about the terms again" (T2, CC, p.14).

Based on the information from the text books, and in-depth interviews with Georgian students, I understand that the Georgian social studies curriculum poorly addresses standards in writing, reading, analyses, and application. First, sometimes students are required to do some writing, but only as data collection in the notebook. The students were not required to develop multi-paragraph analytical essays.

“Writing homework? Yes we did some. I wrote all historical dates and dates of kings in the notebook, like I was making a directory.” (Stud. 1, IP)

As I have already mentioned, in Georgia, teachers are using only secondary sources for the particular subject teaching. Students do not use additional reading materials. Computers have just begun to appear in schools. Based on my practical experience, I know that school libraries are poorly developed, and some of them have limited numbers of books and facilities; some schools do not even have library rooms. In the Soviet period, libraries were well organized and updated every semester, but after independence, there were not enough finances for library maintenance.

“I’m reading historical novels, newspapers based on my personal interest... Here at ARHS you know we get additional grades and credits for reading.” (Stud.2 IP).

From in-depth interviews I understand that knowing how historical events and geography are interconnected across space and time is the most difficult part of learning for Georgian students. After examining and analyzing all three textbooks (*History of Georgian, History of European Culture, and New History of The World*), I understand that the books are descriptive and answer basic questions such as, “what were the particular historical events and when did they happen?” The textbooks do not encourage students to analyze why these events happened. There are often no more than four questions at the end of chapters which may cover an entire century. Most questions ask

students for dates of historical events or information on historical figures and heroes. There are no requirements for individual or group projects. Only a few questions ask students to develop their ideas and assumptions about particular historical events. Students remain as passive recipients and because of this, they have difficulty remembering and connecting historical events. When I asked Student #1 a question about a famous Georgian historical event (information that had been covered in the 9th grade history books), her answer was, “if you show me the page and some related pictures maybe I will remember.” Georgian students remember textbook pages, but not specifics about historical events. They are merely recalling the visualization of the text, but not associating learning with other activities. In addition students are not connecting Georgian history and world events that are happening in the same time frame.

Also, based on the interviews with the Georgian students, the Georgian social studies curriculum is mostly based on a narrative presentation of the knowledge and does not include a participatory process. History and geography classes are only based on textbooks and do not require students to use other information resources like the internet, library or TV information. Hence, it appears that the only way to understand the social studies issues is through the book and teacher. Students are not active participants in the learning process. The social studies curriculum does not encourage students to be active pursuers of knowledge. The social studies curriculum does not address nor focus on cooperative learning and presentation skills development.

“Here at ARHS, I understand what is meant by presentation being not only what is written in the book or answering a teacher’s question based on the textbook. This is also your thoughts about the particular question. In Georgia I was required to recite what I read in the chapter and I was not asked to provide some analysis either in written or oral form.” (Stud.1 CC&IP)

However, all the Georgian books do indeed contain questions and requirements for development of students' own ideas about historical issues. This contradiction raises the possibility of deficient instructors and instructional practices of the social studies subjects in Georgia.

Another cultural difference between Georgia and U.S. education is that teachers have freedom during the planning and implementation of a class. All materials are initiated and created by teachers and take into account an interdisciplinary approach. This means that the social studies teacher at the middle school level in Amherst coordinates his/her curriculum with other subject teachers. This kind of practice of teacher cooperation does not exist at the middle school level in Georgia.

"In Georgia, we are taught almost 14 different subjects during the semester (See, Appendix # Official Study Plan for 2003-2004). Some of our teachers don't even know each other very well." (Stud. #1. IP)

Based on the teachers' formal and informal interviews at ARMS, it seems that local curriculum supports development of critical thinking together with social skills, and particularly peace skills. One of the big emphases at ARMS school is multiculturalism, where kids are taught how to respect other cultures, backgrounds and others' behaviors. There are students from several cultural groups and backgrounds. The school emphasis on multiculturalism makes it easier for kids to appreciate others' background and values as they integrate into the subject matter (T4, AWR & SP), especially when there is group work.

As I mentioned earlier, there is a team teaching model at the middle school. In the AMS case, four to six teachers are responsible for their subjects as well as other subject teaching and development.

“You’ll find about five to six teachers on a team. And that team meets everyday at a given time to plan their lessons. And in the process of planning those lessons, they integrate those lessons so the science teacher, and the math teacher, the social studies teach, the English teacher-- they each know what they’re doing. At the beginning of each week, they have what they call academic check” T4, AWR & SP).

Based on my experience as a student, teacher, and teacher trainer involved in educational programs throughout Georgia, I never heard about team teaching practices in formal school settings. I experienced team teaching only in non-formal settings. The Georgian teacher education policy does not give teachers freedom so that they must depend on the general guidelines set by the Ministry of Education (Chubinidze, 2003)

4.1.3. Observations

From my point of view, team-building is one way to encourage people to be respectful towards each other, and in general, respectful towards the school environment. The best teaching of peace skills for students is visible, practical examples from their teachers and parents. Teachers’ respectful behavior towards the students, parents, colleagues, and the school environment were declared several times in both formal as well as non-formal interviews. These were the behavioral patterns I observed in different settings at Amherst Middle School.

The lack of respectful behaviors toward the students and parents is visible in Georgian school settings. In general, teachers are not respectful to students and parents. If students have behavioral or learning problems, a student is always guilty and nobody considers the potential deficiency of the curriculum, instructional practices, or learning environment.

“Some Georgian teachers have very “good” strategies of teaching to motivate lazy students. They use words dis-respectfully towards the students. It makes me very sad and even after a long time, these words remind me of the whole oppressive situation in the class. I remember when

one young teacher told my friend when he did not answer the question: "You know what? You are grass, I mean you are nothing!" And then he (the teacher) smiled. How he can teach us peace skills and how to be respectful? I could not understand this." (Student 2, IP)

Based on my first impression, and then based on the in-depth interviews with the Georgian students, it was clear that social studies education at the Amherst Middle School setting is quite different from the Former Soviet Georgia social studies classes. In Georgia, geography, history and other science subjects are strongly separated. Materials are in short supply and teachers do not develop their own supplemental materials. Audio-visual materials are rarely used, despite the availability of materials and equipment. Georgian teachers are not motivated to be creative because they are not involved in any aspect of the Ministry of Education curriculum building.

"Last week during the German and ESL classes we discovered video materials and then we were asked to fill the questionnaire and then discuss the issue. This was very interesting because I feel very involved in the process and after discussion we had our own opinion..." (stud.2, IP)

At Amherst Middle School, the instructors were prepared with instructional materials, lesson plan notes, and other class-related work before the lesson began. The teacher wrote the class plan on the board and prepared all discussion materials, like articles, newspaper articles, etc. During the classes teachers give attention to all students. Several times they checked how well the students understood instruction.

"During class work, the teacher went to each group and checked to see if the students were experiencing any difficulties or if they had any questions. The teacher's positive attitude toward the students was visible. She tried to make all students active and involved in the discussion session" (Ob.1, Ob 2, AWR).

4.2. Discussion on Instructional Variable

In analysis of instructional practices, I reviewed the issue using instructional methods: teacher-directed, differentiated models of learning, group projects and

cooperative learning. Development of peacebuilding skills is closely related to instructional practices and answering the question – “teaching how?” The most significant and visible factor was the usage of cooperative instructional methods as a tool for building peace skills development.

4.2.1. Documents

The document of Social Studies Curriculum of National Council for Social Studies (NCSS) assumes that social studies programs tend to promote competence in subject knowledge, social skills, and attitudes towards the democratic society. This curriculum integrates all above mentioned through disciplinary integration. The document particularly discusses the question “How do we achieve excellence in social studies?” In the section, “Adopting Common and Mutual Perspectives,” it is explained how a well designed curriculum might improve the personal perspective, academic perspective, pluralist perspective, and global perspective among students. The document discusses the skills that develop from good social studies programs:

Acquiring information and manipulating data

Developing and presenting policies, arguments, and stories

Constructing new knowledge

Participating in group

The last point indicates the main strategy for such skills development. It suggests that social studies programs design instructional practices that will help students express and advocate reasoned personal confidence within a group, understand personal responsibility towards the group, participate in negotiating conflict, express individual position, work individually as well in the group, and share group responsibilities (NCSS, 1992).

Based on my knowledge and teaching experience, teachers need to use such kinds of instructional practices where all students will be active and equal participants so they

will contribute to the collective good and act with respect. Based on the descriptions of the particular instructional methods like Direct-instructional, Concept-development, and Cooperative learning (Jigsaw) method and so forth, the goal of such a social studies curriculum could be achieved successfully.

“Social studies teaching and learning are powerful when they are active... Powerful social studies teaching emphasize authentic activities that call for real-life applications using the skills and content of the field” (NCSS, 1992, p.10).

One of the ten themes that operate as organizing standards for social studies curriculum at every school is “Individual Development and Identity.” The document discusses how social studies programs need to include experiences that provide opportunities for individual development and identity.

“Examination of various forms of human behavior enhances understanding of the relationships among social norms and emerging personal identities, the social processes that influence identity formation and the ethical principals understanding individual action”(NCSS, 1992, p.18).

The local Amherst Middle School curriculum follows the main guidelines, and at the end of the document contains several sentences about communications skill development. But this document, much like the previous one, does not describe any instructional practices that might be more effective for social skills and peace skills development. Particular suggestions on the instructional method and their effectiveness were discussed during the formal interviews with social studies teachers.

4.2.2. Interviews

As I discussed earlier, the interview questionnaire contained special questions about instructional methods used by social studies teachers and their impact on peace skills development among students. The main purpose of the questionnaire was to

identify the most popular instructional methods in the social studies curriculum and examine how they make sense for peace behavior variable development [Recognition of Contribution and Success (RCS), Acting with Respect (AWR), Sharing Power (SP), and Making Peace (MP)].

“Let’s take cooperative learning for example. Since we are a diverse group, we have a diverse student body here, we understand kids coming up with different skills and different levels of development. By means of cooperative learning, kids are able to enhance and enrich each others’ background. When kids are grouped, they’re grouped with different background and skill development “(T4, IP, p.20).

According to all four formal interviews, I understand that social studies teachers try to use different kinds of instructional practices to achieve the main goals in the curriculum: individual work, group cooperative work, concept attainment and concept development methods. One of them (T4), mentioned that she tries to differentiate instructions according the abilities and interest of the student. None of them mentioned the Jigsaw method. From the interviews, I understand that teachers are responsible for instruction design and their effectiveness. Choosing one of the practices depends on the goals of the particular lesson. All teachers mentioned the importance of active implementation of different forms of cooperative practices. For me, it was very interesting hearing the advantages of the cooperative learning method named by teacher (T1).

“In terms of behavior, it gives students the opportunity to be a leader, to be a listener, to have to cooperate, to have to share. I think there are key skills to anybody going out into the global society today “(T1).

Teachers use the cooperative learning method very often because small groups are easy to manage and allow teachers to give equal attention to all students. Also cooperative work in small groups gives opportunities for students to share their

homework and knowledge with each other. Sharing knowledge with group members requires students to be responsible for understanding issues and leads to competence *development among peers. Helping each other develops sensitivity towards the* understanding of others' thoughts and feeling. I think this is the main purpose of cooperative work.

In developing cooperative practices, teachers usually use group projects. This project relates to main topics and understanding on the particular issues covered in the class. Group projects need a lot of cooperative work during the several days or sometimes weeks. Working on a project over a long period of time, results in classmates becoming a physical and psychological team. This leads to the development of an inner team code of behavior and becomes directed not by individuals, but by the group's goals and objectives. This is the issue that I would like to connect with peaceful behavior variables like recognition of contribution and success (RCS) and sharing power (SP).

There is no doubt that cooperative practices are rare in the Georgian schools on both a teacher and student level. Instructional methods are mostly teacher directed and concentrate on student academic achievement and not on general life-skills development.

One of the interesting issues in the discussions about instructional practices was the rubric¹ issue. Teachers mentioned that they give well structured requirements and rules describing how individuals or group will be evaluated. This is the action when teachers explain how students will be evaluated. Teachers try to prepare very clear and well explained evaluation criteria. I understand from interviews that the RUBRIC

¹ **Rubric** is the guideline for students' evaluation and grading norms. Children and parents are becoming familiar with evaluation system in the particular subject from the beginning of semester. Students know how a teacher will evaluate their achievement and what will be main responsibilities during the class.

prevents misunderstanding and conflict among teachers and students as well as among teachers and parents.

The Amherst Middle School social studies curriculum requires large scale cooperation: cooperation among students, cooperation among students and teachers, cooperation among similar and different subject teachers, and finally cooperation among teachers and parents. In my understanding, this is the horizontal model of relationships.

Everybody tends to contribute to the learning and development process. This is real cooperation. Based on my experience in Georgia, we still have a vertical/top-down relationship among school staff (teachers, principal), students, and parents. Students and parents do not formally participate in the curriculum development, nor do teachers. For example, I can not remember even one case where I took part in neither curriculum design nor evaluation. The school teacher has little voice in the curriculum development. They depend on the Ministry of Education. However, the new educational reforms have been improving the issue and allowing teachers more flexibility. From my point of view, another discussion issue is how to teach teachers to be independent educators and create environments for cooperative learning (Chubinidze, 2003).

4.2.3. Observations

Amherst teachers use different instructional methods like individual and group work, discussion, presentation, reading and etc.

*“The students were not grouped for doing the class work. The exercise entailed reading the small text and then completing the challenges – answer the question that was developed by teacher. The time was limited for reading the text, for discussion the text materials, and for comments
“(Ob.1.1).*

Some classes required students to develop small scale group projects (Ob.3, Ob.4). In my library observations sessions, I witnessed students working on group projects in small groups. Their motivation to work and finish the project was visible. In contrast, Georgian students do not experience such group participation and do not practice group work in or outside the classroom.

4.3. Discussion on Context (Environment) Variable

4.3.1. Documents

According to the curriculum of NCSS, all educators and school managers are responsible for creating a learning environment, which “fosters aesthetics, civility, ethics, openness, conversation, security, stewardship/public responsibility, craftsmanship, and individual liberty” (NCSS, p. 9).

The U.S. national and local social studies curricula generate the idea to make learning environment learner-centered beside the knowledge-centered. It pushes administrators, and teachers to create cooperative atmosphere within and outside class. In Georgian schools school environment is teacher-centered. New curriculum is not developed yet, and almost all schools, except in some private schools, the learning environment is the same as it was in Soviet period.

4.3.2. Interviews

According to the interviews and observations in AMS, it seems the teachers' behaviors were directed towards successful implementation of the lesson and critical thinking development. Even on the playground, the teacher tried to give equal opportunity to all students and appreciated their successes and tried to encourage them when they failed during the games (Ob.5 & Ob.6).

There are several existing co-variables of peaceful behavior. These co-variables of recognition of contribution and success (RC) are: problem behavior (PB), absence of constructive (CD) discipline in the class, and bad social skills (SSk) (Mattaini, 2001). Discussion of students' problem behavior was the one of the biggest issues discussed during the in-depth interviews. Both interviewed students remember much about their classmates' problem behavior and teachers' reactions to the behavior. They commented on almost all of the behavior described by Albert (i.e. attention seeking/passive attention, power seeking, revenge seeking, and avoidance of failure behaviors existed in class setting).

"in Georgia during the breaks I preferred to stay in the class, ... because it was dangerous to be outside— guys running and pushing each other, fighting with peers like they are playing, but it was really dangerous (she laughs)" (Stud. 2 RCS-CD).

From the in-depth interviews I understand how teachers are struggling with building cooperative discipline in Georgian settings and how many personal and professional mistakes they are making in labeling students as "difficult." From my experience I can remember that the primary issue during the teacher-parent meeting was always the teachers' complaints about students' bad behaviors and related learning failures.

"... the teacher could not do anything and several students were excluded from the school. Those boys always sat at the back and I think they just wanted attention from us and from the teachers. Here in Amherst, you as a student are always in the center..., I mean desks are in a circle, or grouped in several places and the teacher can reach you anytime you need. You don't need to ask for attention-- you feel like the teacher is always with you." (Stud.1, RCS).

4.3.3. Observations

The social studies classroom at ARMS was equipped with audio and video apertures and two computers. Also, there were materials for geography and history education such as different types of maps, books, videotapes, and study materials on the walls and shelves. The desks were grouped in different places and were ready for group work or individual work. This reflects a situation where cooperative instructional methods could be implemented and a “peaceful environment” could be created.

In Georgia all tables in the classes are in long rows, and often children’s place note in the class depends on the social and power status of the parents. Poor and low-status students are relegated to the last rows. This is not the case in Amherst Middle School where students of all socio-economic background sit anywhere. In general, the class environment of Amherst Middle School, compared to the Georgian schools, is well equipped and ready for students’ cooperative learning.

In the cafeteria at the middle school, there were four different sections. The inner space was large enough for the numbers of students and teachers of the school, in comparison to Georgia, where the average cafeteria is much smaller, the number of students and teachers are large, and there is no schedule for each section (there is only one long break when all teachers and students have to have their lunch). Consequently, in Georgia, there is non-social behavior developed during the lunch time, as “pushing” begins from the beginning.

My observation sessions held in the cafeteria of Amherst Middle School showed that the cafeteria is a place where students are open in their discussions and behavior which indicates developed peacebuilding skills. Thus, students were sharing food, inviting each other to tables; they were laughing, making jokes and expressing their

friendly and kind attitude towards each other. Also they seemed to care about the cleanliness of the cafeteria, as students and teachers cleaned up after having their lunch.

Another indicator of students' peacebuilding skills according to my data was that there was a clear set-up schedule of lunch time. It was obvious that everybody was aware of the distributed time and good discipline during the rush hour of the day.

However, in AMS a place which provokes "pushing" and a "win-lose situation" is the school playground. The environment creates winners and losers. Attitudes towards a game or taking food tends to make students behave in non-peaceful manners, as they are not encouraged to respect weak people and they pursue only winning moves. I observed students on the playground, when they were given the task to win. The predisposition to peaceful tasks as well as the appropriate environment for peaceful behavior seems to be absent. Students who, in cafeteria, library, and classrooms, were polite, respectful, and caring, in the sports acquired different behavior, as they were rudely pushing each other, swearing and splitting on the floor. I have to conclude that the content of a social studies curriculum and methods of implementation direct dispositions for a particular behavior, but different contexts can encourage conflict situation.

4.4. Summary of Findings

Curriculum Variable

In US Middle and High School settings the Social studies curriculum subjects in history, geography, political science, sociology and language arts are related to each other.

US social studies curriculum pays significant attention to strategies for writing, reading, and analysis, application and communication skills development. Compared with this the Georgian social studies curriculum do not allow students: A) to use effectively

the primary and secondary reading materials; B) to write multi-paragraph analytical essays that include a thesis statement, topic sentence and supporting details; c) to apply test taking skills.

The US Social Studies Curriculum includes use of World Wide Web at all levels of education programs.

The US curriculum is supports the learning process and answers the question “How to achieve the education goals?” rather than “What to achieve?” It makes education learner-centered and cooperative.

Covering the related topics through different subjects US (Massachusetts) social studies curriculum (SS) develops school students communication skills and prepares them as active and participatory members of society.

Teachers in the US School setting are actively involved in the curriculum development process. Teachers have more freedom to shape content and teaching strategies.

U.S. teachers of social studies and other subject areas practice team teaching and cooperation processes. Heavy materials are initiated and created by teachers and take into account an interdisciplinary approach. The social studies teacher at the middle school level coordinates his/her curriculum with other subject teachers. Team teaching does not exist at the middle school level in Georgia.

Instructional variables

In the U.S. school settings, teachers use different instructional practices. Using cooperative instructional methods, students became actively involved in the learning process. Children feel themselves as active members of the school as a community.

Cooperative practices such as group presentations are much appreciated. Children participate and contribute to their own and peers' learning process. "The most effective learning occurs when learners transport what they have learned to various and diverse new situations" (How People Learn, (2000),

In contrast the Georgian education system is based on direct instructional practices. Cooperative practices are seldom used.

One of the significant differences between US and Georgian school's instructional practices is the evaluation process. In Georgian settings children do not participate the assessment process.

Finally, US (Massachusetts) schools also differentiate instructions according the abilities and interest of the student. Differentiation of instruction makes it possible to answer the special needs and deed of students. Also, it makes the school accessible to the students with disabilities.

Context Variable

The learning environment in Georgian schools is competitive. Cooperation between students, students and teachers, teachers and administration, and teacher and parents is poorly developed. Georgian schools are not creating a *community-centered* environment in which students, teachers, and administrators feel connected to the larger community of homes, businesses, nation, and the world.

V. IMPLICATIONS

Based on the presented research several recommendations are developed for improvement of peace education at Georgian Schools.

I. Recommendations on curriculum development should include:

- 1.1 Promoting of national policy of education establishing a culture of peace and nonviolence in educational institutions;
- 1.2 Developing a national standard in social studies education in content teaching, curriculum instructions and learning environment;
- 1.3 Promoting a non-violence and peace education social studies curriculum on the basis of creative, alternative designs of textbooks and workbooks that relevant to the needs and realities of diverse society of Georgia. The materials should promoting non-violence, culture of peace, tolerance and solidarity, human rights, gender equity, active citizenship, and care for the environment, and also taking into account local realities and traditions within a multi-cultural and international framework;
- 1.4 Promoting social studies interdisciplinary education that is integrating principles and strategies of non-violence and culture of peace into all subject areas and disciplines.
- 1.5 In General it is necessary to changing accountability standards; redesign curriculum; modify instructions; and work on personalization of the learning process.

II. Recommendations on Instructional variables should include:

- 2.1 Encouraging team-teaching model at middle and high school level;
- 2.2 Employing diverse methodologies and taking into account a diversity of social and cultural contexts, including multi-cultural contexts and in various regions of the country;

2.3 Promoting cooperative instructional methodologies by training teachers using them effectively;

III. Recommendations on context variable should include:

- 3.1 Involving a school community (principle, teachers, parents, students, and volunteers/community organizations) making available the school as a resource to the community for promotion of non-violence and a culture of peace;
- 3.2 Involving students and parents in curriculum development and students assessment process.
- 3.3 Developing the adequate resource centers/libraries, labs
- 3.4 Develop cooperative discipline to develop a positive learning environment, namely: 1) encourage students to contribute to the class; 2) encourage students' to contribute to the school; 3) encourage students' to contribute to the community; 4) encourage students to work to protect the environment; and 5) encourage students to help other students.

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APPENDIXES

Web resources on the Social Studies Curriculum and Peace Education at US:

Amherst Regional High School (2004),
<http://www.arps.org>

(NCSS) National Council for Social Studies (1992),
<http://edstandards.org/Standards.html>

National Council for Social Studies (1992),
<http://www.ncss.org/standards/2.0.html>

Partnerships in Character Education Pilot Projects Program (2000),
<http://www.ed.gov/PressReleases/05-2000/0523.html>

UNESCO (2004),
www.unesco.org & www.unesco.org/opi2/disarminghistory

UNESCO (2000), "International Year for Peace",
<http://www.unesco.org/manifesto2000>
(http://www.educationworld.com/a_curr/curr324.shtml).

National Research Council, How People Learn,
<http://www.nap.edu/html/howpeople1/>

International Forum on Education for Non-Violence, Sintra, Portugal, 20 - 22 May 1996
<http://www.unesco.org/cpp/education/pubs/sintra.htm>

Peace Academy,
<http://www.nowar.no/peaceacademy/causesofwar9.html>

The Transnational Foundation for Peace and Future Research Non-Violence links.
<http://www.transnational.org/links/nonviolence.html>

Awesome Library,
<http://www.awesomelibrary.org/>

Emotional Intelligence
http://www.awesomelibrary.org/Office/Counselor/Conflict_Prevention_and_Mediation/Emotional_Intelligence.html

Education World,
<http://www.educationworld.com>

International Institute for Education planning
<http://www.iiep.org/>

Dear Mr. Quinn

I am Nino Chubinidze, an international student at the Center for International Education/School of Education, University of Massachusetts Amherst. One of my courses requires that I conduct a small-scale qualitative research project; I am asking you to participate in that project.

I am interested in learning how the instructional methods used in your Social Studies curriculum contribute to the nonviolence conscious raising through *peace skills education*. Peace skills education consists of the (1) recognition of group contribution and success, (2) acting with respect, (3) sharing power to build community, and (4) making peace skills.

I plan to implement the research by observing students' behavior during classes and during breaks in the cafeteria and play-grounds. No individual students will be the focus on this research. The total duration of observation will be 8 hours. In addition, I will interview the Grade eight teachers before and after the class observation. Each interview will be tape-recorded and will last 20 minutes.

The general topic I want to explore in the interviews will be your opinion on certain social studies curriculum components, and your reflection on the students' peace skills. Some of the questions I will ask could include the topics on instructional methods, student expression of peace ideas, and so forth.

I will protect the identities on participants—both of you and the students—through the use of pseudonyms, in the course final project. Please understand that you may withdraw from the study at any time, without prejudice.

I appreciate your willingness to give your time to this project to help me to learn about your social studies curriculum and its impact on peace education. If you have any questions, please feel free to me (413 546 3775 (h). nchubini@educ.umass.edu) or

To call my professor, Professor Patt Dodds (413 545 0529, pdodds@educ.umass.edu)

Thank you,

Nino Chubinidze

I have read the above and discussed it with the researcher, I understand the study and I agree to participate.

 (Signature)

11/5/03 (date)

Dear Mike Hayes

I am Nino Chubinidze, an international student at the Center for International Education/School of Education, University of Massachusetts Amherst. One of my courses requires that I conduct a small-scale qualitative research project; I am asking you to participate in that project.

I am interested in learning how the instructional methods used in your Social Studies curriculum contribute to the nonviolence conscious raising through *peace skills education*. Peace skills education consists of the (1) recognition of group contribution and success, (2) acting with respect, (3) sharing power to build community, and (4) making peace skills.

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To call my professor, Professor Patt Dodds (413 545 0529, pdodds@educ.umass.edu)

Thank you,

Nino Chubinidze

I have read the above and discussed it with the researcher, I understand the study and I agree to participate.

Mar C. Hays (Signature)

11/5/03 (date)

C-10	C-11	C-12	C-13	C-14	C-15	C-16	C-17	C-18
Health Hall	7-Green Soc.Stud. Guy	7-Green Math Lord	7-Green Science Dickson	8-Silver Science Welborn	8-Silver Math Newell	8-Silver Soc.Stud. <u>Davis</u>	8-Noir Soc.Stud. Leopold	8-Noir Math Dallmann

DARK BLUE HALLWAY

C-9 7-Sequoia English Haskell	Boys Bath.	C-29 7-Sequoia Soc.Stud. <u>LaRoche</u>	C-30 7-Green English LeBlanc	C-31 8-Silver English Breen	C-32 SPED Richardson	C-33 8-Noir English Alschuler	C-19 7-Blue Soc.Stud. McSweeney
C-8 8-Tangerine English Shumway		C-37 Computer Room Fanning	C-36 Computer Writing Lab	S T A I R S	C-35 World Languages N. Bennett	C-34 7-Blue Math Hanson	C-20 7-Blue English Sullivan- Flynn

Girls' Bath- room	C-8A Wilson	B U R G U N D Y H A L L W A Y	C-38 SPED Zelaya	D A R K G R E E N H A L L W A Y	C-20A Never- son	Girls' Bath- room
<u>C-7</u>			C-39 SPED Boyd		C-21 World Languages Stankiewicz	
8-Tangerine Soc.Stud. <u>Quick</u>			C-40 8-Gold Math Parker		C-22 World Languages Coby	
<u>C-6</u>			C-41 SPED Gardner		C-23 7-Crimson Soc.Stud. <u>Podosek</u>	
8-Tangerine Math Hayes			C-42 Reading Room Shellenburger DuBock Reckendorf		C-24 7-Crimson English Beckett	
C-5 8-Gold English Skipton			C-43 Bur- nett		C-25 8-Noir Science Keppler	
C-4 8-Gold Soc.Stud. <u>Rogers</u>			Reading			
C-3 8-Gold Science Weston						

Library

LIGHT BLUE HALLWAY

C-2 7-Blue Science Price	C-1 8-Tangerine Science Ferro	S T A I R S	C-28 7-Sequoia Math Lange	S T A I R S	C-27 7-Sequoia Science Plummer	C-26 7-Crimson Science Romano	C-25 8-Noir Science Keppler
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Second Floor

EIGHTH GRADE SOCIAL STUDIES CURRICULUM CONCEPTS/CONTENT

Revised August 2003

How do historians create history?

Students will know and understand:

- Definition of history
- Difference between primary and secondary sources
- Value of using multiple sources
- Differences between facts, opinions, assumptions
- Relative terminology such as bias, subjectivity, objectivity, point of view, reliability, chronology
- Multiple types of evidence – oral, written, artifacts
- Historical method of inquiry
- Benefits of historical archaeology for discovering our past

Was colonial America a land of opportunity or not and why?

> Why do people migrate and how do they establish communities?

Students will know and understand:

- Components of a community
- Propaganda – how and why it is used
- Positive and negative cross-cultural interaction
- Development of the colonial economy including the system of mercantilism, the slave trade, and indentured servitude
- Religious, political, and economic motivations for migration
- Geography of the colonies
- Effects of geographical region, race, class, and gender on lives of ordinary people
- Development of educational systems and governments
- Legal rights in the colonies

How does change happen in society, why might a rebellion be necessary, and how are ordinary people affected?

Students will know and understand:

- Causes of the American Revolution, reasons for rebellion
- Various methods of changing society
- Purpose and key ideas of Declaration of Independence
- Reasons for supporting or not supporting the war
- Impact of war on lives of colonists including slaves and women

How is a nation transformed?

Students will know and understand:

- Nation's need for a system of government
- Debates around weak versus strong central government, issues of state representation, and slave trade.
- Main principles of the Constitution including how and why the government is structured as it is
- Constitution, including the Bill of Rights and the 14th Amendment, as a living document
- Impact of Constitution on races, classes, and genders

How could innovations and the emergence of new technology cause revolutionary change in society and how are the lives of people affected?

Students will know and understand:

- Technological, political, and economic origins of the Industrial Revolution
- Development of industry, transportation and communication systems in the U.S.
- Positive and negative impact of these revolutions on society (farm to factory, growth of cities)
- Experience of early 19th century immigrants
- Issues of labor including slave vs. free, children, women, employees and employers, unions
- Complexities of change in society

How do people respond to major changes in society and what challenges do they face?

>What were the social reform movements of the 19th century and why did they occur at this point in history?

Students will know and understand:

- How and why people work to make changes in society and the challenges they face
- Causes, methods, challenges, and accomplishments of early 19th century social reform movements including women's rights and abolition

Why does a nation expand territorially and what potential conflicts arise in this expansion?

Students will know and understand:

- Territorial expansion in the 1800's including the Louisiana Purchase
- Concepts of Manifest Destiny and 'frontier'
- Regional tensions and conflicts, including economic issues, caused by expansion
- Impact on Native Americans

How do societies use compromise to address major conflicts and what occurs when compromise fails?

Students will know and understand:

- Moral and economic issues around slavery
- Causes of Civil War to include states' rights, economics, slavery, and actions of individuals (fanatics, etc.)
- Advantages and disadvantages of both North and South
- Significance of the Emancipation Proclamation
- Impact of war on ordinary Americans
- Experience of Civil War soldier

How is a society rebuilt after a civil war?

Students will know and understand:

- Three stages of reconstruction
- Political, economic, and social opportunities and obstacles for Southerners and African Americans after the Civil War
- Different meanings of equality (equal treatment, equal opportunity, equal rewards)
- 13th Amendment and interpretations of 14th and 15th Amendments

EIGHTH GRADE SOCIAL STUDIES SKILLS – IN ADDITION TO THE SEVENTH GRADE SKILLS, STUDENTS WILL BE ABLE TO DO THE FOLLOWING BY THE END OF EIGHTH GRADE:

Research – On the back

Writing

- Writes multi-paragraph analytical essays that include a thesis statement, topic sentences and supporting details
- Applies computer technology

Analysis

- Constructs and interprets timelines
- Recognizes chronology, point of view, bias, perspective

Reading

- Reads for purpose
- Differentiates between primary and secondary sources

Application

- Applies study skills for test-taking
- Uses evidence to form valid generalizations

Communication

- Builds on oral presentation, cooperative learning, and listening skills
- Develops debating skills

Social Studies Inquiry-based Research Standards

Drafted 4/03

By the end of 7th Grade -

Students will know and understand:	Students will be able to:
A bibliography and its value	Competently use the library
The difference between a fact and an opinion	Properly format an MLA style bibliography
The need for an essential question to guide research	Begin to develop guiding questions
The value of guiding questions	Begin to evaluate sources for validity, including internet sources
Bias and point of view in sources	Gather background information and evidence
The importance of using note cards for organizing and rearranging information	Take important, relevant, and concise notes on cards and properly format them
The value of multiple sources	Begin to paraphrase
	Identify the kind of source being used
	Locate multiple sources
	Produce a report based on factual evidence and begin to be analytical

Additionally, by the end of 8th grade -

Students will know and understand:	Students will be able to:
The value of inquiry-based research	Properly cite quotes in text with parenthetical citations
Sources must be evaluated for validity and effectiveness	Produce an annotated bibliography
The many ways to organize notes according to purpose	Develop guiding questions
	Produce a research project that requires analysis and interpretation

Syllabus for Georgian Schools

2003 - 2004 year

საქართველოს განათლების სამინისტრო

სასწავლო გეგმები

2003 - 2004 სასწავლო წელი

თბილისი — 2003

აზერბაიჯანულ და სომხურ ენებზე სწავლების
ზოგადსაგანმანათლებლო სკოლის X-XI კლასების
სასწავლო გეგმა

№	საგნების დასახელება	X	XI	სულ
1	სახელმწიფო ენა (ქართული)	3	3	6
2	მშობლიური ენა	1	1	2
3	მშობლიური ლიტერატურა	4	4	8
4	მათემატიკა	4	4	8
5	ინფორმატიკისა და გამოთვლითი ტექნიკის საფუძვლები	1	2	3
6	ისტორია	2	2	4
7	საქართველოს ისტორია	1	1	2
8	გეოგრაფია	2/1		1,5
9	ბიოლოგია	1	1/2	2,5
10	ფიზიკა	3/4	4	7,5
11	ქიმია	2	2	4
12	ასტრონომია		1	1
13	უცხოური ენა (რუსული)	3	3	6
14	უცხოური ენა (ინგლისური და სხვა)	2	2	4
15	ფიზიკური აღზრდა	2	2	4
16	შრომითი სწავლება	1	1	2
17	დაწყებითი სამხედრო მომზადება	2	2	4
18	ეკონომიკა*	1*		1
19	საგანგებო სიტუაციები და სამოქალაქო თავდაცვა	0,5	0,5	1
სულ:		34	35,5	69,5

შენიშვნა: X-XI კლასებში ფაკულტატიური მეცადინეობისათვის გათვალისწინებული საათებიდან თითო საათი ეთმობა შრომით სწავლებას, თუ სკოლას აქვს სათანადო სასწავლო-მეტერიალური ბაზა

* თუ სკოლას ყავს სპეციალისტი, მას ნება ეძლევა შემოიღოს X კლასში ეკონომიკის საგნის სწავლება შრომითი სწავლებისათვის განკუთვნილი საათის ხარჯზე

შეჯ. №61

ტირაჟი 5000

შ.პ.ს. „სტამბა“ თბილისი, ნუჯუბიძის ქ. №7
O.O.O. «СТАМБА» Тбилиси ул. Нуцубидзе №7

დანართი №14

საღამოს ცვლის ზოგადსაგანმანათლებლო სკოლის
სასწავლო გეგმა

საქართველოს განათლების სამინისტრო

№	საგნების დასახელება	VIII	IX	X	XI	სულ
1	მშობლიური ენა	3	2	1	1	7
2	მშობლიური ლიტერატურა	2	3	4	4	13
3	მათემატიკა	5	4	4	4	17
4	ინფორმატიკისა და გამოთვლითი ტექნიკის საფუძვლები			1	1	2
5	ისტორია	1	1	2	2	6
6	საქართველოს ისტორია	2	2	1	1	6
7	საზოგადოებათმცოდნეობა			1	1	2
8	გეოგრაფია		1	2		3
9	საქართველოს გეოგრაფია	2	1			3
10	ბიოლოგია	2	2	1	1	6
11	ფიზიკა	2	3	3	4	12
12	ქიმია	2	2	2	2	8
13	ასტრონომია				1	1
14	საქართველოს სახელმწიფოსა და სამართლის საფუძვლები		1			1
15	უცხოური ენა (რუსული)	3	3	2	2	10
16	უცხოური ენა (ინგლისური და სხვა)	2	2	2	2	8
17	ხაზგა	1	1			2
18	დაწყებითი სამხედრო მომზადება			2	2	4
19	ეკონომიკა			1		1
20	საგანგებო სიტუაციები და სამოქალაქო თავდაცვა	0,5	0,5	0,5	0,5	2
	სულ:	27	28	29	28	112

შენიშვნა: რუსულ ენაზე სწავლების სკოლებში სახელმწიფო
ენის სწავლებას დაეთმობა რუსული ენისა და
საზოგადოებათმცოდნეობის სწავლებისათვის
გამოყოფილი საათები

სასწავლო გეგმები

2003-2004 სასწავლო წელი

სასწავლო გეგმა
რუსულ ენაზე სწავლების ზოგადსაგანმანათლებლო სკოლის
I-XI კლასებისა, სადაც უცხოური ენები გადრმავებულად
ისწავლება

№	საგნების დასახელება	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	სულ
1	ქართული ენა	3	3	3	3	3	3	3	3	3	3	3	33
2	მშობლიური ენა	7	8	10	10	5	3	4	3	2	1	1	54
3	მშობლიური ლიტერატურა					3	3	2	3	3	4	4	22
4	მათემატიკა	5	5	5	5	5	5	5	5	5	2	2	49
5	ინფორმატიკისა და გამოთვლი- თი ტექნიკის საფუძვლები										1	1	2
6	მსოფლიოს ისტორია						2	2	2	2	3	3	14
7	საქართველოს ისტორია					2		2	2	2	2	2	12
8	ბუნებისმცოდნეობა	1	1	1	1								4
9	გეოგრაფია						2	2		1	2		7
10	საქართველოს გეოგრაფია								2	2			4
11	საქართველოს სახელმწიფოსა და სამართლის საფუძვლები									1			1
12	ბიოლოგია						2	2	2	2	1		9
13	ფიზიკა-ასტრონომია							2	2	3	2	1	10
14	ქიმია							2	2	2	2		8
15	სახვა								1	1			2
16	უცხოური ენა		2	3	4	5	6	5	5	4	4	4	42
17	სახვითი ხელოვნება	1	1	1	1	1	1						6
18	მუსიკა	2	1	1	1	1	1						7
19	ფიზიკური აღზრდა	2	2	2	2	2	2	2	2	2	2	2	22
20	ეკონომიკა*										1*		1
21	დაწყებითი სამხედრო მომზადება										2	2	4
22	საგანგებო სიტუაციები და სამოქალაქო თავდაცვა			1/0	1/0	1/0	1/0	0/1	0/1	0/1	0/1	0/1	4,5
23	შრომითი სწავლება	1	1	1	1	1	1	1	1	1	1	1	11
24	დამატებითი საათები მშობლი- ურ და უცხო ენებში											7	7
	სულ:	21	24	27	28	29	31	34	35	36	32	33	330
	ვარიანტული ბლოკი	1	1	2	3	3	2	2	1				15
	საგადამატებო დატვირთვა	22	24	27	30	31	32	34	35	36	32	33	336
	მაქსიმალური დატვირთვა	22	25	29	31	32	33	36	36	36	32	33	345

შენიშვნა: თუ სკოლას აქვს სურვილი და სათანადო პირობები, შეუძლია X კლასში შემოიღოს ეკონომიკის სწავლება და დაუთმოს მას ერთი კვირეული საათი ამ კლასში შრომითი სწავლების ერთი საათის ხარჯზე

* თუ სკოლას ყავს სპეციალისტი, მას ნება ეძლევა შემოიღოს X კლასში ეკონომიკის საგნის სწავლება შრომითი სწავლებისათვის განკუთვნილი საათის ხარჯზე

განმარტება

1. სასწავლო წელი ყველა ტიპის ზოგადსაგანმანათლებლო სასწავლებელში იწყება 1 სექტემბერს. გადაწყვეტილება სასწავლო წლის ხანგრძლივობის, დამთავრებისა და მოსწავლეთა არდადეგების შესახებ გამოქვეყნდება დამატებით.

2. კლასი, რომელშიც 25 მოსწავლეზე მეტია, იყოფა ორ ჯგუფად:

ქართული ენასა და ლიტერატურაში - I-XI კლასები;

შრომით სწავლებაში - V-XI კლასები;

უცხოურ ენებში - II-XI კლასები;

ფიზიკურ აღზრდაში - X-XI კლასები (თუ კლასში არანაკლებ 8 გოგონა ან ვაჟია).

3. ინფორმატიკისა და გამოთვლითი ტექნიკის საფუძვლებში (სკოლაში, ინფორმატიკის ცენტრში ან საყრდენ სკოლაში პრაქტიკული მეცადინეობისას) X-XI კლასები შეიძლება გაიყოს ორ ჯგუფად, თუ თითოეულ კლასში 20-ზე მეტი მოსწავლეა.

4. ინფორმატიკისა და გამოთვლითი ტექნიკის საფუძვლებში კურსის შესწავლას XI კლასში წლიურად 68 საათი დაეთმობა მხოლოდ იმ შემთხვევაში, თუ სკოლას აქვს საშუალება მოსწავლეთა პრაქტიკული მეცადინეობის მოწყობისა და სკოლაში, ინფორმატიკის ცენტრში ან მეზობელ საყრდენ სკოლაში. თუ ამის საშუალება არ არის კომპიუტერული ტექნიკის უქონლობის გამო, მაშინ საგნის თეორიული ნაწილის სწავლებას დაეთმობა მხოლოდ ერთი კვირეული საათი.

5. გაკვეთილების ხანგრძლივობა პირველ კლასში 35 წუთია, დანარჩენ კლასებში - 45 წუთი. გაკვეთილებს შორის შესვენებათა ხანგრძლივობა პირველ კლასში უნდა იყოს არანაკლებ 15 წუთისა, დიდი შესვენება მეორე და მესამე გაკვეთილებს შორის არანაკლებ 20 წუთისა.

6. 2003-2004 სასწავლო წელს ყველა სკოლის I-IX კლასები იმუშავენ გარდამავალი სასწავლო გეგმების მიხედვით (დანართი 1, 2, 3, 4). ისინი შედგება ინვარიანტული და ვარიანტული ბლოკებისაგან. ამ გეგმების გამოყენებისას სკოლებმა უნდა იხელმძღვანელონ შემდეგით:

ა) სასწავლო გეგმის ინვარიანტული ბლოკი შეიცავს დამტკიცებული სტანდარტებით განსაზღვრულ საგან-მანათლებლო სფეროს, რომელიც უზრუნველყოფს

X-XI კლასების სასწავლო გეგმა

№	საგნების დასახელება	X	XI	სულ
1	სახელმწიფო ენა	3	3	6
2	მშობლიური ენა	1	1	2
3	მშობლიური ლიტერატურა	4	4	8
4	მათემატიკა	4	4	8
5	ინფორმატიკა და გამოთვლითი ტექნიკის საფუძვლები	1	2	3
6	ისტორია	2	2	4
7	საქართველოს ისტორია	1	1	2
8	გეოგრაფია	1	1	2
9	ფიზიკა	1	1/2	2,5
10	ქიმია	4	4	8
11	ბიოლოგია	2	3/2	4,5
12	ასპირინტია	1	1	2
13	მეცნიერება (ინფორმაციული და სხვა)	2	2	4
14	ფიზიკური აღზრდა	2	2	4
15	მშრომლობა სწავლება	1	1	2
16	მეცნიერება*	1*	1	2
17	დაწყებითი სამხედრო მომზადება	2	2	4
18	საგანმანათლებლო სიტუაციები და საზოგადოებრივი თავდაცვა	0,5	0,5	1
სულ:		32	33	65

შენიშვნა: X-XI კლასებში ფაკულტატიური მცადონეობისათვის გათვალისწინებული საათებიდან თითო საათი ეთმობა შრომით სწავლებას, თუ სკოლას აქვს სათანადო სასწავლო-მეცნიერებადგენილი ბაზა

* თუ სკოლას ჯერ კიდევ არ აქვს სათანადო სასწავლო-მეცნიერებადგენილი ბაზა, მაშინ უნდა ეძლეოდეს შრომითი სწავლებისათვის განკუთვნილი საათის ხარჯზე

- საგანმანათლებლო სივრცის ერთიანობას ქვეყნის მიერ ტერიტორიაზე;
- ბ) სასწავლო გეგმის ვარიანტული ბლოკი უზრუნველყოფს მოსწავლეთა განვითარების ინდივიდუალურ ხასიათს, მათი ინტერესებისა და თავისებურებების გათვალისწინებით. იგი შედგება „საგანმანათლებლო“ და „ნებაყოფლობითი“ ნაწილისაგან. „ნებაყოფლობითი“ ნაწილი განსაზღვრავს მოსწავლეთა სტანდარტული (ფასიანი) დამატებით საგანმანათლებლო მომსახურებას. სტანდარტული მომსახურება ნებაყოფლობითია;
- გ) იმ სკოლებში, სადაც III-VII კლასებში ისწავლება რელიგიის ისტორია და კულტურა, VIII კლასში მითითებული სწავლება ეთმობა ერთი კვირის საათი სასწავლო გეგმის ვარიანტული ბლოკიდან;
- დ) ქართულ ენაზე სწავლების I-IV კლასებში ესთეტიკური ციკლის საგნების – სახეობითი ხელოვნებისა და მუსიკის სწავლებასთან ერთად სასწავლო გეგმაში გათვალისწინებული ინტეგრირებული კურსი – „ხელოვნება“ ამ საგნებისათვის განკუთვნილი საათების ხარჯზე. სახეობითი ხელოვნებისა და მუსიკის ან მათ ნაკლებად ინტეგრირებული კურსის შემოღება მოხდება ამ საგნებისა და დაწყებითი კლასების მასწავლებელთა სურვილის გათვალისწინებითა და პედაგოგიური საბუთის გათვალისწინებით;
- ე) II-III კლასებში ბუნებისმცოდნეობის სწავლებისას გარემოს ეკოლოგიური დაცვისა და ეკოლოგიური საკითხების შესწავლას პედაგოგიური საბუთის გათვალისწინებით შეიძლება დაემატოს თითო კვირის საათი სასწავლო გეგმის ვარიანტული ბლოკიდან.
- ვ) IX კლასში მსოფლიოს ეკონომიკური, სოციალური და პოლიტიკური გეოგრაფიის სწავლებას ეთმობა ერთი კვირის საათი ვარიანტული ბლოკიდან, აზერბაიჯანულ და სომხურენოვან სკოლებში – ფაკულტატიური მცადონეობისათვის გათვალისწინებული საათებიდან. საქართველოს და მსოფლიოს გეოგრაფიაში სემესტრული და წლიური ნიშნები იწერება ცალკე;
- ზ) უცხოური ენების გაღრმავებული სწავლების სკოლებში უცხოური ენის გაკვეთილებზე II-XI კლასებში,

სასწავლო გეგმა

რთული ზოგადსაგანმანათლებლო სკოლისა, სადაც
ერი ენები გაღრმავებულია ისწავლება (X-XI კლასები)

საგნების დასახელება	X	XI	სულ
ბლიური ენა	1	1	2
ბლიური ლიტერატურა	4	4	8
ემატიკა	2	2	4
ორმატიკისა და გამოთვლითი ტექნიკის საფუძვლები	1	1	2
ორია	3	3	6
ართველოს ისტორია	2	2	4
ოგადობათმცოდნეობა	1	1	2
გრაფია	1		1
ლოგია	1		1
იკა-ასტრონომია	2	1	3
ა	2		2
ოური ენა (რუსული)	3	3	6
ოური ენა (ინგლისური და სხვა)	4	4	8
ნომიკა	1		1
იკური აღზრდა	2	2	4
ყებითი სამხედრო მომზადება	2	2	4
ფიზიკა		1	1
ანგებო სიტუაციები და სამოქალაქო თავდაცვა	0,5	0,5	1
ატებითი საათები მშობლიურ და უცხო ენებში		7	7
სულ:	32	34	66

ა: XI კლასში განათლების ადგილობრივი ორგანოების
შეხვედრებისამებრ, შრომითი სწავლების საათები
შეიძლება გამოყენებული იქნეს უცხოურ ენებზე
ტექნიკური თარგმნის ან მანქანაზე უცხოურ ენაზე
ბეჭდვისათვის, თუ სკოლას ჰყავს კვალიფიციური
მასწავლებლები და აქვს სათანადო მატერიალური
ბაზა

X კლასში უცხოურ ენაზე ტექნიკური თარგმნისა და
მანქანაზე უცხოურ ენაზე ბეჭდვის სწავლებისათვის
შეიძლება გამოყენებულ იქნეს უცხოური ენის ერთი
კვირეული საათი

აგრეთვე ტექნიკური თარგმნისა და მანქანაზე უცხოურ
ენაზე ბეჭდვის გაკვეთილებზე (X-XI კლასები) კლასი
იყოფა 3 ჯგუფად (თითოეულში - 8-10 მოსწავლე);

თ) თითოეულ კლასში ბიუჯეტი სრულად აანაზღაურებს
საათების იმ რაოდენობას, რომელიც მოცემულია
საათების „საგადამცემო დატვირთვის“ სტრიქონში,
ფაკულტატივისათვის გამოყოფილ და განაყოფ
საათებს;

ი) მაქსიმალური კვირეული დატვირთვა თითოეულ კლას-
ში (გარდა ფაკულტატივისა) არ უნდა აღემატებოდეს
„მაქსიმალური დატვირთვისათვის“ სტრიქონში მოცე-
მულ მაჩვენებელს.

7. სკოლას, სასწავლო გეგმის ზევით, კლასთა რაოდენო-
ბის შესაბამისად, მოსწავლეთა ინდივიდუალური, ჯგუფური და
ფაკულტატური მეცადინეობებისათვის კვირაში ეძლევა საათე-
ბის შემდეგი რაოდენობა: 5 კლასამდე - 4 საათი, 5-დან 10
კლასამდე - 10 საათი, 10-დან 20 კლასამდე - 18 საათი, 20-დან
30 კლასამდე - 27 საათი, 30 და მეტ კლასზე - 36 საათი.
საზღვარპირა ქალაქებში - 33-დან 44 კლასამდე - 35 საათი,
44-დან 55 კლასამდე - 46 საათი, 55 და მეტ კლასზე - 65
საათი.

8. VIII-IX კლასებში ფაკულტატიური მეცადინეობის
თითო საათი ეთმობა უცხოურ ენაში ტექნიკური თარგმნის
გაკვეთილებს.

9. ადამიანის უფლებათა საყოველთაო დეკლარაციის
სწავლებას თითო კვირეული საათი ეთმობა IV კლასში
ვარიანტული ბლოკიდან. IX და XI კლასებში -
ფაკულტატიური მეცადინეობის საათებიდან.

10. ინდივიდუალური, საავტორო, გიმნაზიებისა და
ლიცეუმების სასწავლო გეგმები განიხილება და დამტკიცდება
განათლების სამინისტროს მიერ 1-ლ სექტემბრამდე.

11. ვარიანტული ბლოკისა და ფაკულტატიური მეცადინე-
ობისათვის განკუთვნილი საათები გამოყენებულ უნდა იქნეს
მხოლოდ მოსწავლეთა ინტერესების დასაკმაყოფილებლად
ცალკეულ საგნებში ცოდნის გაღრმავების მიზნით, საათების
განაწილებას ცალკეული საგნებისა და კლასების მიხედვით,
სკოლის დირექციის წარდგინებით, ამტკიცებს პედაგოგიური
საბჭო.

*თეზისი
რუსული*

12. შრომითი სწავლების გაკვეთილები V-XI კლასებში ჩატარდება და ანაზღაურდება მხოლოდ იმ სკოლებში, სადაც არიან სათანადო ცენზის მასწავლებლები და აქვთ პროგრამების მიხედვით აღჭურვილი სახელოსნოები, კაბინეტები და ტექნიკა.

13. დაუშვებელია სამინისტროს მიერ დამტკიცებულ სასწავლო გეგმაში საგნებს შორის საათების გადანაწილება.

14. მაღალმთიან და სასაზღვრო რეგიონების ზოგადსაგანმანათლებლო სკოლების VII, VIII და IX კლასებში სამხედრო მომზადების გაკვეთილებს დაეთმობა თითო საათი კვირაში ფაკულტატიური მეცადინეობისათვის გათვალისწინებული საათებიდან.

15. საქართველოს განათლების მინისტრის 25/VII-01 №176 ბრძანების შესაბამისად, „საგანგებო სიტუაციებისა და სამოქალაქო თავდაცვის“ სპეციალურ სწავლება შემოღებულია I-XI კლასებში. I-II კლასებში საგნის სწავლებას ეთმობა ორ-ორი საათი წელიწადში, III-XI კლასებში – 0,5 საათი კვირაში ფაკულტატიური მეცადინეობისათვის განკუთვნილი საათების ხარჯზე.

დანართი
ზოგადსაგანმანათლებლო სკოლის შრომითი პროფილის
კლასების სასწავლო გეგმა

№	საგნების დასახელება	X
1	მშობლიური ენა	1
2	მშობლიური ლიტერატურა	4
3	მათემატიკა	4
4	ინფორმატიკისა და გამოთვლითი ტექნიკის საფუძვლები	1
5	ისტორია	2
6	საქართველოს ისტორია	1
7	საზოგადოებათმცოდნეობა	1
8	გეოგრაფია	1
9	ბიოლოგია	1
10	ფიზიკა-ასტრონომია	3
11	ქიმია	2
12	რუსული ენა (რუსული)	2
13	რუსული ენა (ინგლისური და სხვა)	2
14	ეკონომიკა	1
15	ფიზიკური აღზრდა	2
16	დაწყებითი სამხედრო მომზადება	2
17	შრომითი სწავლება	4
18	საგანგებო სიტუაციები და სამოქალაქო თავდაცვა	0,5
სულ:		34

დანართი №6

ზოგადსაგანმანათლებლო სკოლის ჰუმანიტარული პროფილის
კლასების სასწავლო გეგმა

№	საგნების დასახელება	X	XI	სულ
1	მშობლიური ენა	2	2	4
2	მშობლიური ლიტერატურა	6	6	12
3	მათემატიკა	2	2	4
4	ინფორმატიკისა და გამოთვლითი ტექნიკის საფუძვლები	1	1	2
5	ისტორია	3	3	6
6	საქართველოს ისტორია	2	2	4
7	საზოგადოებათმცოდნეობა	1	1	2
8	გეოგრაფია	1		1
9	ბიოლოგია	1		1
10	ფიზიკა და ასტრონომია	2	1	3
11	ქიმია	2		2
12	უცხოური ენა (რუსული)	3	3	6
13	უცხოური ენა (ინგლისური და სხვა)	3	4	7
14	ფიზიკური აღზრდა	2	2	4
15	ეკონომიკა	1		1
16	საგანგებო სიტუაციები და სამოქალაქო თავდაცვა	0,5	0,5	1
17	დაწყებითი სამხედრო მომზადება	2	2	4
18	საპეციალური კურსი (მშობლიური ენის სტილიზტიკა, ხელთნების ისტორია, ქართული ფოლკლორი, მსოფლიო ლიტერატურის შედევრები ან სხვა)		6	6
სულ:		34	35	69

დანართი №3

აზერბაიჯანულ და სომხურ ენებზე სწავლების
ზოგადსაგანმანათლებლო სკოლის
I-IX კლასების სასწავლო გეგმა

№	საგნების დასახელება	I	II	III	IV	V	VI	VII	VIII	IX	სულ
1	ქართული ენა	3	3	4	4	3	3	3	3	3	29
2	მშობლიური ენა და ლიტერატურა	8	9	8	8	7	6	5	4	5	60
3	უცხოური ენა (რუსული)			3	3	3	3	3	3	3	21
4	უცხოური ენა (ინგლისური, ფრანგული და სხვა)					4	3	2	2	2	13
5	მსოფლიო ისტორია						2	2	1	1	6
6	საქართველოს ისტორია					2		2	2	2	8
7	საქართველოს სახელმწიფოსა და სამართლის საფუძვლები									1	1
8	მათემატიკა	5	5	5	5	5	5	5	5	5	45
9	ფიზიკა							2	2	3	7
10	ქიმია							2	2	2	6
11	ბიოლოგია						2	2	2	2	8
12	ბუნებისმცოდნეობა		1	1	1	1					4
13	გეოგრაფია						2	2			4
14	საქართველოს გეოგრაფია								2	2	4
15	სახვითი ხელოვნება	1	1	1	1	1	1				6
16	მუსიკა	2	1	1	1	1	1				7
17	ხაზვა								1	1	2
18	შრომითი სწავლება	1	1	1	1	2	2	2	1	1	12
19	ფიზიკური აღზრდა	2	2	2	2	2	2	2	2	2	18
20	საგანგებო სიტუაციები და სამოქალაქო თავდაცვა			0,5	0,5	0,5	0,5	0,5	0,5	0,5	3,5
სულ:		22	23	26	26	31	32	34	32	35	261
	ვარიანტული ბლოკი		2	2	3	1	1	2	3	1	15
	სავალდებულო დატვირთვა	22	23	26	27	31	32	34	33	35	263
	მაქსიმალური დატვირთვა	22	25	28	29	32	33	36	35	36	276

ქართული სწავლების
საგანმანათლებლო სკოლის
I-IX კლასების სასწავლო გეგმა

№	საგნების დასახელება	I	II	III	IV	V	VI	VII	VIII	IX	სულ
1	მშობლიური ენა	8	9	8	8	4	3	3	3	2	48
2	მშობლიური ლიტერატურა					4	3	3	2	3	15
3	რუსული ენა (რუსული)			3	3	3	3	2	3	3	20
4	რუსული ენა (ინგლისური, ფრანგული და სხვა)		2	3	4	5	6	5	5	4	34
5	მსოფლიო ისტორია						2	2	2	2	8
6	საქართველოს ისტორია					2		2	2	2	8
7	საქართველოს სახელმწიფოსა და სამართლის საფუძვლები									1	1
8	მათემატიკა	5	5	5	5	5	5	5	5	5	45
9	ფიზიკა							2	2	3	7
10	ქიმია							2	2	2	6
11	ბიოლოგია						2	2	2	2	8
12	ბუნებისმცოდნეობა		1	1	2	2					6
13	გეოგრაფია						2	2			4
14	საქართველოს გეოგრაფია								2	2	4
15	სახვითი ხელოვნება	1	1	1	1	1	1				6
16	მუსიკა	2	2	2	1	1	1				9
17	ხაზვა								1	1	2
18	შრომითი სწავლება	1	1	1	1	1	1	1	1	1	9
19	ფიზიკური აღზრდა	2	2	2	2	2	2	2	2	2	18
20	საგანგებო სიტუაციები და სამოქალაქო თავდაცვა			0,5	0,5	0,5	0,5	0,5	0,5	0,5	3,5
	სულ:	19	23	26	27	30	31	33	34	35	258
	გარიანტული ბლოკი	3	2	3	4	3	2	3	2	1	23
	საგანდებლო დატვირთვა	21	23	27	30	31	32	34	35	35	268
	მაქსიმალური დატვირთვა	22	25	29	31	33	33	36	36	36	281

ქართული ზოგადსაგანმანათლებლო სკოლის
X-XI კლასების სასწავლო გეგმა

№	საგნების დასახელება	X	XI	სულ
1	მშობლიური ენა	1	1	2
2	მშობლიური ლიტერატურა	4	4	8
3	მათემატიკა	4	4	8
4	ინფორმატიკისა და გამოთვლითი ტექნიკის საფუძვლები	1	2	3
5	ისტორია	2	2	4
6	საქართველოს ისტორია	1	1	2
7	საზოგადოებათმცოდნეობა	1	1	2
8	გეოგრაფია	2		2
9	ბიოლოგია	1	1/2	2,5
10	ფიზიკა	4	4	8
11	ქიმია	2	3/2	4,5
12	ასტრონომია		1	1
13	რუსული ენა (რუსული)	3	3	6
14	რუსული ენა (ინგლისური და სხვა)	2	2	4
15	ფიზიკური აღზრდა	2	2	4
16	შრომითი სწავლება	1	1	2
17	დაწყებითი სამხედრო მომზადება	2	2	4
18	ეკონომიკა	1		1
19	საგანგებო სიტუაციები და სამოქალაქო თავდაცვა	0,5	0,5	1
	სულ:	34	34	68

შენიშვნა: X-XI კლასებში ფაკულტატიური მეცადინეობისათვის გათვალისწინებული საათებიდან თითო საათი ეთმობა შრომით სწავლებას, თუ სკოლას აქვს სათანადო სასწავლო მატერიალური ბაზა.

დანართი №2

რუსულ ენაზე სწავლების ზოგადსაგანმანათლებლო სკოლის
I-IX კლასების სასწავლო გეგმა

№	საგნების დასახელება	I	II	III	IV	V	VI	VII	VIII	IX	სულ
1	ქართული ენა	3	3	3	3	3	3	3	3	3	27
2	მშობლიური ენა და ლიტერატურა	5	7	10	10	8	6	6	6	5	63
3	რუსული ენა					4	4	3	2	2	15
4	მსოფლიო ისტორია						2	2	1	1	6
5	საქართველოს ისტორია					2		2	2	2	8
6	საქართველოს სახელმწიფოსა და სამართლის საფუძვლები									1	1
7	მათემატიკა	5	5	5	5	5	5	5	5	5	45
8	ფიზიკა							2	2	3	7
9	ქიმია							2	2	2	6
10	ბიოლოგია						2	2	2	2	8
11	ბუნებისმცოდნეობა		1	1	1	1					4
12	გეოგრაფია						2	2			4
13	საქართველოს გეოგრაფია								2	2	4
14	სახვითი ხელოვნება	1	1	1	1	1	1				6
15	მუსიკა	2	1	1	1	1	1				7
16	ხაზვა								1	1	2
17	შრომითი სწავლება	1	1	1	1	2	2	2	2	1	13
18	ფიზიკური აღზრდა	2	2	2	2	2	2	2	2	2	18
19	საგანგებო სიტუაციები და სამოქალაქო თავდაცვა			0,5	0,5	0,5	0,5	0,5	0,5	0,5	3,5
	სულ:	19	21	24	24	29	30	33	32	32	244
	ვარიანტული ბლოკი	3	4	4	5	3	3	3	3	3	31
	სავალდებულო დატვირთვა	21	23	26	27	30	31	33	33	34	258
	მაქსიმალური დატვირთვა	22	25	28	29	32	33	36	35	35	275

დანართი №7

ზოგადსაგანმანათლებლო სკოლის ფიზიკა-მათემატიკური
პროფილის კლასების სასწავლო გეგმა

№	საგნების დასახელება	X	XI	სულ
1	მშობლიური ენა	1	1	2
2	მშობლიური ლიტერატურა	4	4	8
3	მათემატიკა	7	8	15
4	ინფორმატიკისა და გამოთვლითი ტექნიკის საფუძვლები	1	2	3
5	ფიზიკა	5	6	11
6	ისტორია	2	2	4
7	საქართველოს ისტორია	1	1	2
8	საზოგადოებათმცოდნეობა	1	1	2
9	გეოგრაფია	1		1
10	ბიოლოგია	1		1
11	ქიმია	2		2
12	რუსული ენა (რუსული)	2	2	4
13	რუსული ენა (ინგლისური და სხვა)	2	2	4
14	ასტრონომია		1	1
15	ეკონომიკა	1		1
16	ფიზიკური აღზრდა	2	2	4
17	დაწყებითი სამხედრო მომზადება	2	2	4
18	საგანგებო სიტუაციები და სამოქალაქო თავდაცვა	0,5	0,5	1
	სულ:	35	33	68

დანართი №8

ზოგადსაგანმანათლებლო სკოლის ქიმია-ბიოლოგიური
პროფილის კლასების სასწავლო გეგმა

№	საგნების დასახელება	X	XI	სულ
1	მშობლიური ენა	1	1	2
2	მშობლიური ლიტერატურა	4	4	8
3	მათემატიკა	4	4	8
4	ინფორმატიკისა და გამოთვლითი ტექნიკის საფუძვლები	1	1	2
5	ისტორია	2	2	4
6	საქართველოს ისტორია	1	1	2
7	საზოგადოებათმცოდნეობა	1	1	2
8	გეოგრაფია	1		1
9	ბიოლოგია	3	4	7
10	ფიზიკა-ასტრონომია	3	4	7
11	ქიმია	5	5	10
12	უცხოური ენა (რუსული)	2	2	4
13	უცხოური ენა (ინგლისური და სხვა)	2	2	4
14	ეკონომიკა	1		1
15	ფიზიკური აღზრდა	2	2	4
16	დაწყებითი სამხედრო მომზადება	2	2	4
17	საგანგებო სიტუაციები და სამოქალაქო თავდაცვა	0,5	0,5	1
სულ:		35	35	70

დანართი №1

ქართულ ენაზე სწავლების ზოგადსაგანმანათლებლო სკოლის
I-IX კლასების სასწავლო გეგმა

№	საგნების დასახელება	I	II	III	IV	V	VI	VII	VIII	IX	სულ
1	მშობლიური ენა	8	9	8	8	4	3	3	3	2	48
2	მშობლიური ლიტერატურა					4	3	3	3	3	15
3	უცხოური ენა (რუსული)			3	3	3	3	3	3	3	21
4	უცხოური ენა (ინგლისური, ფრანგული და სხვა)					4	4	3	2	2	15
5	მსოფლიო ისტორია						2	2	2	2	8
6	საქართველოს ისტორია					2		2	2	2	8
7	საქართველოს სახელმწიფოსა და სამართლის საფუძვლები									1	1
8	მათემატიკა	5	5	5	5	5	5	5	5	5	45
9	ფიზიკა							2	2	3	7
10	ქიმია							2	2	2	6
11	ბიოლოგია						2	2	2	2	8
12	გეოგრაფია						2	2			4
13	საქართველოს გეოგრაფია							2	2		4
14	ბუნებისმცოდნეობა		1	1	2	2					6
15	სახვითი ხელოვნება	1	1	1	1	1	1				6
16	მუსიკა	2	2	2	1	1	1				9
17	ხელოვნება*	3	3	3	2						11
18	ზაზვა								1	1	2
19	შრომითი სწავლება	1	1	1	1	2	2	1	1	1	11
20	ფიზიკური აღზრდა	2	2	2	2	2	2	2	2	2	18
21	საგანგებო სიტუაციები და სამოქალაქო თავდაცვა			0,5	0,5	0,5	0,5	0,5	0,5	0,5	3,5
სულ:		19	21	23	23	30	30	32	31	33	243
გარიანტული ბლოკი		3	4	4	5	3	3	3	3	3	18
საგანდებლო დარტვირთვა		21	23	26	27	31	31	33	33	34	259
მაქსიმალური დარტვირთვა		22	25	27	28	33	33	35	34	36	273