

TEMPORARY STATE STANDARD OF EDUCATION

GENERAL SECONDARY EDUCATION

BASIC CURRICULUM FOR
GENERAL SECONDARY SCHOOLS

The Ministry of Education
of the Russian Federation

Institute for General
Secondary Schools of the
Russian Academy of Education

Approved by the Collegium of the
Russian Ministry of Education on
March 24, 1993.

No 5/1.

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Moscow - 1993

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SECONDARY EDUCATION. BASIC CURRICULUM FOR GENERAL SECONDARY
SCHOOLS.

The Curriculum was developed under the guidance of V.Lednev and M.Leontyeva.

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THE MINISTRY OF EDUCATION OF THE RUSSIAN FEDERATION
RESOLUTION OF THE COLLEGIUM
MOSCOW

March 14, 1993

No. 5/1

On basic curriculum for general
secondary schools of the Russian
Federation

After hearing a report by M.R.Leontyeva, Head of the Main Department for the Development of General Secondary Education, who presented a draft basic curriculum for Russia's comprehensive secondary schools, and upon consideration of the submitted materials, the Collegium notes that the said document has been developed in compliance with the Law on Education of the Russian Federation and represents a part of the federal component of the state educational standards.

THE COLLEGIUM DECIDES:

1. To approve the basic curriculum and recommend it for usage by the Russian system of comprehensive secondary schools as a part of temporary state educational standards (see the Appendix).
2. To instruct the Main Department for the Development of General Secondary Education (M.R.Leontyeva) to prepare a draft injunction of the Ministry on approval of the basic curriculum for comprehensive secondary schools of the Russian Federation.
3. To instruct the Republic's Institute for Upgrading the Qualification of Educators (E.M.Nikitin) to hold in the 1993-1994 academic year a series of seminars-meetings, aimed at introducing the basic curriculum for comprehensive secondary schools into practice of the Russian secondary educational system. The seminars are to be held on the base of local institutions for upgrading the qualification of educators.

4. To suggest to editor's boards of Uchitelskaya Gazeta* (P.G.Polozhevets) and scientific magazines covering methods of instruction in case of different school subjects that the basic curriculum for Russia's comprehensive secondary schools be published, and to the other mass media bodies that the educational public be acquainted with the said curriculum.

5. To vest the responsibility for implementing this Resolution on Deputy Minister A.G.Asmolov.

Chairman of the Collegium

Ye.V.Tkachenko

* The Teachers's Newspaper

1. TYPES OF SCHOOL CURRICULA

A standard of general secondary education, which is intended to establish a set of norms and requirements to a structure, content and levels of education, is to present the educational content from a holistic viewpoint, as this content cannot be described through a set of separate school subjects. Such a description, corresponding to the general level of the standard of school education, is contained in the basic school curriculum.

General secondary schools use the following several types of curricula:

1.1. Basic curriculum of the general school. This is the basic normative document which is considered to be a part of the state standard for general education.

In case of basic schools, the basic curriculum is to be approved by the Russian Federation Supreme Soviet. The relevant document for general secondary schools is to be approved by the Ministry of Education.

The basic curriculum provides a basis for the development of regional, sample and working curricula. It also serves as an initial document for allotting funds to a school.

1.2. Regional basic curriculum. This recommendatory document is to be developed by regional educational authorities on the basis of the state basic curriculum.

1.3. School curriculum (of an institution of secondary learning), which is developed in two forms depending of a term of existence.

The first one, that is the school curriculum itself, is developed on the basis of the state and regional curricula for a long term and reflects peculiarities of a certain school. The school may also choose a sample curriculum instead of developing one of its own.

The second one, that is the working curriculum, is developed for a one-year term with an account for a specific situation [in and around the school] and approved annually by the School Council.

2. PRINCIPLES OF CURRICULA DEVELOPMENT FOR GENERAL SECONDARY SCHOOLS

This section briefly describes principles of curricula development for general secondary schools.

2.1. The general structure of a curriculum for comprehensive secondary school corresponds to essential features of a personality and peculiarities of their development. This structure is determined by a division of education into fundamental (i.e. general scientific and general cultural) and technological education; theoretical and practical education; and invariant and variable components of education.

2.2. The division of education into two types, that is fundamental and technological education, is reflected in both educational content and curriculum of any educational institution. Both educational trends are essential for the learning process, but how they are displayed in it depends on a specific type of an institution and the level of education. For example, the fundamental component, which is based on general scientific and cultural training of students, is more essential in primary and basic school. However, high schools use to emphasize technological training and sometimes offer professional training courses especially in case of early career orientation. Technological training exists in school in its pre-professional stage (i.e. general labour skills). The polytechnic education is the area where the two components intersect.

2.3. Most school curricula for different levels of life-long education make division between two types of training, that is theoretical and practical ones. Such form of learning activities as laboratory and practical training lies in the area of intersection of the two types. However, basic school curricula do not include most types of practical work related to both general and professional training. In some cases, such activities are included in the curricula of high schools offering early professional training. In this case, they take form of students' apprenticeship. This is usually fixed in sample school curricula or in a curriculum of a given institution.

2.4.

2.4. From a structural point, the curriculum consists of the following

5

a) the invariant part, or the core, providing for students' awareness of general human and national values, and the development of personality which would correspond to social ideals; and

b) the variable part, also providing for students' individual development but with an account for their personal peculiarities, interests and needs.

The invariant and variable components are not fully independent. They have some intersections. As a result, a curriculum of any general educational institution emphasizes three major types of learning activities, that is:

- mandatory classes comprising the basic core of the general secondary education;
- mandatory activities to be chosen by students; and
- optional classes.

2.5. The structure of the basic core of the general secondary education is determined by an interaction of the following two factors - the general structure of activity and the structure of a cumulative object of learning.

This regularity has specific applications at different educational levels depending on their specific learning objectives (see sections 3, 4, and 5).

2.6. Historically, general secondary education in Russia and many other countries has a three-level structure, consisting of primary, basic and complete secondary education. The basic school has two levels, the first being a transitory one. This is caused by the fact that, from the point of age peculiarities, pupils of fifth and sixth grades have much in common with primary school children. On the other hand, the learning process here is quite similar to one adopted in senior classes, as the courses are strongly differentiated by subject, more classes are to be chosen by students themselves, the instruction is given by different subject teachers, and there is an increase of a mandatory load on students.

2.7. While pursuing common goals, general secondary schools of every level have their specific functions corresponding to age peculiarities of their students and specific features of the institution.

The levels of general secondary school are so different in a set of basic courses and the ratio of the basic core and optional classes that we can even speak about three specific curricula, although being built on common principles.

2.8. School curricula have federal, national-regional, and institutional components.

Under Articles 28 and 29 of the Russian Law on Education, the federal components of the state educational standard shall be established by the Russian Federation, while national-regional components of the said standard shall be set up by subjects of Federation.

The federal component ensures the unity of school education throughout the country and includes the part of educational content which cover courses of general cultural and state value. The full set of courses within this component of education consists of the Russian Language (as the State Language), Mathematics, Information Science, Physics and Astronomy, and Chemistry.

The national-regional component is to meet special educational needs and interests of Russia's peoples, represented by subjects of the Federation, and includes the part of educational content which reflects national and regional peculiarities of their culture (i.e. native language, literature, history and geography of a region, etc). Thus, certain subject fields are represented by both federal and national-regional components. Specifically, these are History, Social Sciences, Arts, Sciences about Earth, Biology, Physical Training, and Labour Education.

The institutional, or school component (mandatory courses to be chosen by students, and optional classes) reflects the specific features of a certain educational institution and enables it to independently develop and implement educational programmes and curricula. Under the section (32) (2e) of the Law on Education, this is a prerogative of an educational institution.

Hours which are allotted by the basic curriculum to the institutional component, can be used to extend knowledge of subjects included into federal and national-regional components.

The division of powers between the Federation, subjects of the Federation, and educational institutions in determining the educational content is presented in the following table.

2.9. As a part of the state standard, the basic curriculum for comprehensive secondary school covers the following norms:

a) the total term of education (in school years) and terms for each of its levels;

b) weekly learning load for

- basic subject fields at each level of general secondary education;
- mandatory classes to be chosen by students;
- optional classes;

c) maximum mandatory weekly load per pupil, including hours allotted to mandatory classes to be chosen by students;

d) number of hours of learning financed by the state (maximum mandatory learning load per pupil, optional classes, individual and extracurricular activities, and subdivision of groups).

2.10. This basic curriculum does not include training courses which are evidently necessary but so far have not been sufficiently aprobated (such as Philosophical Propaedeutics, Ethics, Cybernetics, the course "The Human Being", etc). In some regions, the said courses can be included into the content of school education, given an appropriate cadre and methodological potential.

2.22: The curricula for all levels of comprehensive education are based on the common principle of continuity, providing for further development and enrichment of the basic units of content being learned by the pupils. This principle is displayed in the linear-cyclic structure of courses comprising a subject field.

Components	Levels of education			
	Primary school, 1st-4th grades	Basic school, 5th-9th grades	Secondary school, 10th-11th grades	Total
Federal	53	94	18	165
National & regional	23	48	22	93*
School	25	29	36	90

* Native Language, Literature and Foreign Language take 56 out of these 93 hours.

3. BASIC CURRICULA FOR PRIMARY SCHOOLS

A primary school lays foundations of students' functional literacy, provides them with basic communication and learning skills and abilities, introduces them to the essentials of national and world culture and thus creates a basis for their further mastering of courses offered by the basic school.

The content of primary education is targeted at initial development of basic aspects of personal culture, that is:

- cognitive culture,
- communicative culture,
- moral culture,
- aesthetical culture,
- professional culture, and
- physical culture.

These aspects determine the structure of a curriculum for this age. The curriculum includes two independent courses, "The Environment" and "Mathematics", contributing to the development of cognitive culture. Mathematics is considered to be a separate subject field due to its contribution to the development of cognitive and communicative skills.

Language learning is aimed at forming communicative and aesthetical culture. Learning of Arts and Literature serves the development of moral and aesthetical basics of a personality. Physical culture and professional culture are represented by relevant subject fields.

Basic curriculum for primary schools
(first through fourth grades)

Subject fields and training courses	Hrs per week					
	Grades				Total	NR C
	I	II	III	IV		
Native Language and Literature	4	4	4	4	16	16
Russian Language as the State Language *	3	3	3	3	12	-
Mathematics	4	4	4	4	16	-
Environment	2	2	2	2	8	2
Arts	2	2	2	2	8	2
Physical Training	2	2	2	2	8	1
Labour	2	2	2	2	8	2
Total	19	19	19	19	76	23

NRC = the National and Regional Component

	Hrs per week				
	Grade				Total
	I	II	III	IV	
Mandatory courses to be chosen	1	3	5	5	14
Maximum load per pupil	20	22	24	24	90

	Hrs per week				
	Grades				Total
	I	II	III	IV	
Optional classes	2	3	3	3	11
Maximum load per pupil	22	25	27	27	101

* The course is learned in schools with non-Russian language of instruction.

In schools with the Russian language of instruction but located in areas with non-Russian native language, this subject is replaced by the language of the area.

In other cases, the decision on languages to be learned shall be taken by regional educational authorities and educational institutions complying with the Russian Law on Education. These classes are included into optional ones and shall be held within relevant time frames.

4. BASIC SCHOOL CURRICULUM

Basic schools offer their students an opportunity to try different kinds of activity and fields of knowledge. Basic school graduates receive a right to choose a profession.

The differentiation of the learning process, which is emphasized at this level of education, does not affect the basic core of mandatory courses which is common for all schools in the country. Therefore, the basic school is not differentiated by a type of career orientation.

The basic school curriculum covers the entire set of subject fields, that is:

- Language and Literature (Native, Russian and Foreign Languages);
- Arts;
- Mathematics;
- Inorganic Natural Systems (Physics and Astronomy);
- Substance (Chemistry);
- Self-Governing Systems (Cybernetics and Information Science);
- Biological Systems;
- Human Being;
- Society (History, Social Sciences, etc);
- Labour and Technology; and
- Physical Culture.

At a transitory stage of a basic school, that is in the fifth and sixth grades, the cycle "Nature" can be represented either by systemic courses or by the integrated course "Natural History". At the second stage, in the seventh through ninth grades, basic schools may offer systemic courses of Physics, Chemistry, Geography, and Biology. These courses are considered to be of the same value in the curriculum, as Mathematics, Information Science, Labour Education, and other courses representing separate subject fields.

5. BASIC CURRICULUM FOR SECONDARY SCHOOLS

The basic curriculum for secondary (high) schools covers the same set of subject fields as the basic school curriculum.

However, the high school (or the complete secondary school) provides for early career orientation. The number of hours allotted for mandatory classes to be chosen by students comes to a head at this educational level.

Depending on a school type, certain subject fields can be represented by separate school subjects or integrated subject courses. The amount of time scheduled for these separate courses can be extended at the expense of hours allotted to mandatory classes to be chosen by the students. The latter ones may include the courses completed as obligatory ones in the basic school. They may also include new courses, either related to the school type or providing for initial professional training of the students. For example, it would be useful to resume the learning of Cybernetics and Information Science by high school students as this will help students master new information technologies.

Basic curriculum for basic schools
(fifth through ninth grades)

Subject fields		Hrs per week						Total	NRC
		Grades							
		V	VI	VII	VIII	IX			
Language and Literature*: - NL & L - RL & L - FL		11	11	9	8	8	47	32	
Mathematics		5	5	5	4	4	23	-	
Nature	Physics & Astronomy			2	2	2	6	-	
	Chemistry			-	2	2	4	-	
	Biology	2	3	2	2	2	6	1	
	Geography & Ecology			2	2	2	6	2	
Society (History and Social Sciences)		2	2	2	3	4	13	2	
Information Science		-	-	2	-	-	2	-	
Arts		2	2	2	2	-	8	4	
Physical Training		2	2	2	2	2	10	2	
Labour		2	2	2	3	3	12	5	
Total		26	27	30	30	29	142	48	

Abbreviations: NRC = National and Regional Component

NL & L = Native Language and Literature

RL & L = Russian Language and Literature

FL = Foreign Language

* The Russian Language is learned as the State Language of the Russian Federation in schools with non-Russian language of instruction and takes three hours per week.

In schools with the Russian language of instruction but located in areas with non-Russian native language, the language of the area is a mandatory subject in school curricula.

Both types of schools offer Foreign Language as a mandatory subject.

In other cases, the decision on languages to be learned shall be taken by regional educational authorities and educational institutions complying with the Russian Law on Education. These classes are included into optional ones and shall be held in accordance with the relevant time frames.

	Hrs per wk					Total
	Grades					
	V	VI	VII	VIII	IX	
Mandatory courses to be chosen	3	3	2	2	4	14
Maximum mandatory load per pupil	29	30	32	32	33	156

	Hrs per wk					Total
	Grades					
	V	VI	VII	VIII	IX	
Optional classes	3	3	3	3	3	15
Maximum load per pupil	32	33	35	35	36	171

THE MINISTRY OF EDUCATION OF THE RUSSIAN FEDERATION

INJUNCTION

June 7, 1993

Moscow

No. 237

On approving the Basic Curriculum for Russian institutions of comprehensive learning

Aiming to implement the Russian Law on Education, ensure the unity of the educational space within the territory of the Russian Federation, and account for national, regional and local social and cultural peculiarities and traditions, I HEREBY ORDER:

- 1. To ratify the Basic Curriculum for Russian institutions of comprehensive learning approved by the Collegium of the Russian Ministry of Education (see the Appendix).
- 2. To instruct educational authorities of subjects of the Federation and leaders of all types of institutions of comprehensive learning to base upon the Basic Curriculum when developing curricula for Russian institutions of comprehensive learning.
- 3. To vest the responsibility for the enforcement of this Injunction on Deputy Minister of Education of the Russian Federation A.G.Asmolov.

Minister

Ye.V.Tkachenko

Basic curriculum for secondary (high) schools
(tenth through eleventh grades)

Subject fields and training courses	Hrs per wk			
	Grades		Total	National & regional component
	X	XI		
Language and Literature *	4	4	8	8
Mathematics	3	3	6	-
Nature	4	4	8	1
Society	4	4	8	2
Physical Training	3	3	6	1
Labour	2	2	4	2
Total	20	20	40	22

* Languages and Literatures to be learned are to be chosen by regional educational authorities and educational institutions. If necessary, these classes may be held within hours allotted to optional classes.

	Hrs per wk		
	Grades		Total
	X	XI	
Mandatory classes to be chosen	12	12	24
Maximum mandatory load per pupil	32	32	64

	Hrs per wk		
	Grades		Total
	X	XI	
Optional classes	6	6	12
Maximum load per pupil	38	38	76

BASIC CURRICULUM FOR RUSSIAN INSTITUTIONS OF COMPREHENSIVE LEARNING

Subject fields	Hrs per wk													
	I	II	III	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
RL as SL	4	4	4	3	3	3	3	3	3	3	3	3	-	-
Ls & Lit	4	4	4	4	4	4	4	8	8	6	5	5	4	4
Arts	2	2	2	2	2	2	2	2	2	2	2	-	-	-
Social Sciences								2	2	2	3	4	4	4
Natural sciences	-	1	2	2	2	2	2	2	3	6	8	8	4	4
Mathematics	5	5	5	4	4	4	4	5	5	5	4	5	3	3
Physical Training	2	2	2	2	2	2	2	2	2	2	2	2	2	3
Technology	2	2	2	2	2	2	2	2	2	2	3	3	2	2
TOTAL	19	20	21	19	19	19	19	26	27	28	30	30	20	20
Mandatory courses, courses to be chosen	5	4	3	1	3	5	5	3	3	4	2	3	12	12
Mandatory load per pupil	24	24	24	20	22	24	24	29	30	32	32	33	32	32
Optional classes, individual and group work	2	3	3	2	3	3	3	3	3	3	3	3	6	6
TOTAL	26	27	27	22	25	27	27	32	33	35	35	35	38	38

Abbreviations: RL as SL = Russian Language as the State Language

Ls & Lit = Languages and Literature

The Explanatory Note to the Basic Curriculum for Russian Institutions of Comprehensive Learning

In compliance with the Russian Law on Education, general secondary schools use several types of curricula.

The basic curriculum for institutions of comprehensive learning (hereafter referred to as schools) is a major state regulative document considered to be an element of state educational standards.

The basic curriculum defines the minimum amount of time required to study subject fields and sets up the learning load per pupil.

Regional basic curricula are developed by state (regional) educational authorities on the basis of the basic curriculum and are of recommendatory nature (it is not obligatory for regional schools to strictly follow or even accept them). State educational authorities may use the basic curriculum as the regional one.

The school curriculum is developed in compliance with the norms set up in the basic curriculum and with the account for the sample curriculum of the region. The teacherload is defined by the curriculum developed by the school.

The basic curriculum includes the invariant and variable components. The first one lists subject fields which provide for students' personality development being in line with humane ideals and world cultural traditions and ensure the unity of the educational space throughout the country. The variable part reflects national, regional and local socio-cultural peculiarities and traditions and provides for students' individual development in accordance with their interests and bents.

This structure of the curriculum helps ensure that, despite decentralization and differentiation of education, all Russian schools offer equivalent level of education. At the same time, this enables educators to develop different versions of curricula depending on national, regional and local conditions.

Every subject field in the curriculum of a school will be represented by a set of appropriate school subjects and integrated courses. The set of subject fields remains

invariant, but specific subjects within every field may largely vary from region to region and from school to school.

The Russian language is the state language of the Russian Federation. Therefore, the Russian Language is taught in all schools of Russia, but to different extent depending on the ethnic situation in the region and specific features of the school.

The subject field "Languages and Literature" can have three different structures depending on the regional ethnic situation.

First, it may consist of Russian Language as the State Language of the Country, Native Language, Native Literature, Literature, and Foreign Language.

Russian Language as the State Language shall be taught to the extent which is not less than it is stipulated by the invariant component of the basic curriculum. Other subjects of the field shall be taught within the academic hours prescribed for learning the invariant component, and, if need be, at the expense of the variable part of the curriculum.

Second, the subject field "Languages and Literature" may consist of Russian Language as the Language of Instruction, Language and Literature of the Republic (the Territory, or the Region, as the case may be), Literature, and Foreign Language.

The number of academic hours allotted to these subjects shall total to a sum of:

- the number of academic hours prescribed for learning Russian Language as the State Language;
- the number of academic hours prescribed by the invariant part of the curriculum for learning the subject field "Languages and Literature"; and
- the number of academic hours as required by the variable part of the curriculum.

Third, the said field may include Russian Language as the Language of Instruction, Literature, and Foreign Language. In this case, the number of hours assigned to the field is fully determined by the invariant part of the curriculum and equals to the number of hours allotted to learning Russian Language as the State Language plus the number of hours for the field "Languages and Literature".

The school may also choose to include some other field-related subjects in the school curriculum, provided they are taught within academic hours set up for learning courses of the variable part of the curriculum.

The subject field "Arts" includes Fine Arts, Musics, World Aesthetical Culture and various integrated courses reflecting specific features and cultural traditions of a region.

The subject field "Social Sciences" may include the following school subjects: History of the Fatherland, World History, Basics of Law, Man and Society, Basics of the Modern Civilization, Contemporary World, Civic Education, Economic and Social Geography of the World, Political Science, Social Science, and other disciplines meeting regional and school demands.

The subject field "Disciplines of the Natural Cycle" includes Natural History, Physical Geography, Biology, Physics, Astronomy, Chemistry, and Ecology. Other courses which are considered necessary by the school and regional authorities may be also included. The said bodies are to set up the extent to which these additional courses will be learned.

The curriculum of primary schools contains integrated courses "The Surrounding World" and "Natural History" introducing children to social and natural sciences. Other courses of this kind give them the impression of natural and social characteristics of their region. Given the specific nature of these courses and age peculiarities of primary schoolchildren, the courses may be included into the curriculum as separate subjects taking less time than it is prescribed in the invariant part of the basic curriculum. In this case, other school subjects, such as Reading or Fine Arts, shall complement to their content.

The subject field "Mathematics" includes Algebra, Geometry, Algebra and Basics of Analysis, the complex course of Mathematics, Statistics, Theory of Probability, Logics, and other mathematical courses.

Modern students must learn the Information Science. In schools which can afford such a training, this course may be taught within the hours allotted to the variable component of the basic curriculum from the seventh grade or in the tenth-eleventh grades.

The subject field "Physical Culture" can be represented by the following subjects: Basics of Physical Culture, Rhythmics, Basics of Safe Behavior, and integrated courses of Physical Training, including training for emergencies.

Military training in civilian schools may be held as an option, if agreed upon by trainees and/or their parents (or persons who substitute parents). All expenses shall be covered by an interested agency which also undertakes to organize the training.

The subject field "Technology" includes Labour and Professional Education, Sketching, and the course "Technics as a Scene of Humane Activity". It might be helpful to incorporate Sketching into the curricula of 8th-9th years of learning. At a primary level, the field can be represented solely by the course of Labour Education or may have another component, consisting of such integrated courses as "Mathematics and Design", "Fine Arts and Artistic Works", or "Natural History and Agricultural Activities".

Schools offering extended learning of certain subjects may introduce integrated or regular courses in these fields. This also concerns schools providing early career orientation. In latter case, the content of the courses should correspond to the offered profession or qualification. For this purpose, both types of schools may use both hours within the invariant component of the basic curriculum and hours allotted to mandatory and optional courses within its variable component.

The variable component of the basic curriculum consists of hours allotted to mandatory classes and courses to be chosen by the students and optional classes, and individual and group activities.

Hours allotted to mandatory classes are used to learn subjects comprising the invariant component of the basic curriculum, to extend knowledge in these fields, to introduce additional courses (Ecology, Economics, Ethics, Rhythmics, developmental courses, etc), courses to be chosen by students of 10th and 11th grades, and individual curricula activities of abled children.

The mandatory learning load of a pupil consists of hours allotted to learning the invariant component of school education and mandatory courses of the variable component. If regional schools shift to a five-day school week, the mandatory weekly load per pupil in senior grades (from 7th through 11th years of learning) may be downed to 30 hours. This decrease shall be made at the expense of hours allotted to learning courses of the mandatory variable component.

Hours allotted to the optional classes are used for individual and group learning activities. This will help rural schools, usually having a small number of students, introduce the differentiated training and small-group activities.

When holding classes in Foreign Language (1st through 11th grades), Labour Education (5th through 11th grades), Physical Culture (10th through 11th grades) and students' practical activities in Basics of Information and Computer Science, Physics, and Chemistry, it is admissible to divide students into two groups if the number of pupils exceeds 25 for urban classes, and 20 for classes in rural schools.

School Councils choose organizational forms of students' socially valuable labour and apprenticeship with due account for the existing conditions and available types of labour activities. Only voluntary participation of students is permitted. The ratio of theoretical, practical and labour activities is to be set up in the school programme. Students may be engaged in labour activities during hours allotted to courses both within the invariant and variable components of the basic curriculum.

In all types of schools (secondary schools, lyceums, gymnasiums, etc) providing comprehensive education, the courses within the scope of the basic curriculum are financed depending on the resulting load per pupil. Optional classes and individual and group activities are financed irrespectively of a number of students in a group, that is per one pupil.

The number of hours set up by a school for every school subject shall be sufficient to ensure the students' level of knowledge corresponding to the state educational standard for this subject.

School curricula approved by the Russian Ministry of Education in 1991 (see "Vestnik obrazovaniya Ministerstva obrazovaniya RSFSR 3, 5)* do not contradict with this Basic Curriculum and can be used in the school practice.

Attached below are several versions of curricula for schools with Russian and non-Russian languages of instruction.

* The Educational Herald of the RSFSR Ministry of Education; the magazine.

Appendix

SAMPLE CURRICULA

FOR RUSSIAN INSTITUTIONS

OF COMPREHENSIVE LEARNING

SCHOOL CURRICULUM FOR RUSSIAN INSTITUTIONS

OF COMPREHENSIVE LEARNING

(general primary education)

School subjects	Hrs per week						
	I	II	III	I	II	III	IV
Russian Language, Reading	12	11	10	9	10	12	11
Mathematics	6	6	6	4	5	5	6
Environmental Awareness	-	-	-	1	1	-	-
Natural History	-	1	2	-	-	1	1
Fine Arts	1	1	1	1	1	1	1
Musics	1	1	1	1	1	1	1
Physical Training	2	2	2	2	2	2	2
Labour	2	2	2	2	2	2	2
SUBTOTAL	24	24	24	20	22	24	24
Options	2	2	2	2	2	2	2
TOTAL	26	26	26	22	24	26	26

SCHOOL CURRICULUM FOR RUSSIAN INSTITUTIONS
OF COMPREHENSIVE LEARNING

(general primary education)

School subjects	Hrs per wk						
	I	II	III	I	II	III	IV
Native Language	6	6	5	5	6	6	6
Russian Language	6	6	6	4	5	7	7
Mathematics	6	5	5	4	4	4	4
Environmental Awareness	-	-	-	1	1	-	-
Natural History	-	1	2	-	-	1	1
Fine Arts	1	1	1	1	1	1	1
Musics	1	1	1	1	1	1	1
Physical Training	2	2	2	2	2	2	2
Labour	2	2	2	2	2	2	2
SUBTOTAL	24	24	24	20	22	24	24
Options	2	3	3	2	3	3	3
TOTAL	26	27	27	22	25	27	27

CURRICULUM OF THE THREE-YEAR PRIMARY SCHOOL NO.1133 IN MOSCOW

The school champions the developmental education system of D.Elkonin and V.Davydov. Children attend school five days a week.

School subjects	Hrs per wk		
	I	II	III
Russian Language and Literature	10	10	9
Mathematics	6	5	5
Discovery of the World	1	1	1
Fine Arts and Musics	2	2	2
Physical Training	2	2	2
Labour	2	2	2
TOTAL	21	22	22
Options:	2	2	2
Choreography			
Foreign Language			
Basics of Acting			
Chess-playing			

CURRICULUM OF A THREE-YEAR PRIMARY SCHOOL
OFFERING THE NEW DIDACTIC SYSTEM OF L. ZANKOV

School subjects	Hrs per wk		
	I	II	III
Russian Language and Reading	10	10	9
Mathematics	6	5	5
Natural History	1	1	1
Geography	-	1	1
History	-	-	1
Musics	2	2	2
Physical Training	2	2	2
Labour	2	2	2
Fine Arts	1	1	1
TOTAL	24	24	24
Options	2	2	2
TOTAL	26	26	26

SCHOOL CURRICULUM OF RUSSIAN INSTITUTIONS
OF COMPREHENSIVE LEARNING

(basic general education)

School subjects	Hrs per week				
	V	VI	VII	VIII	IX
Russian Language	6	5	5	3	2
Literature	3	3	3	3	4
Foreign Language	3	3	3	3	3
History	2	2	2	2	3
Civil Education	1	1	1	1	1
Basics of Economics	-	-	-	-	2
Mathematics	5	5	5	5	5
Natural History	3	3	3	-	-
Geography	-	2	3	2	2
Biology	-	-	-	2	2
Physics	-	-	-	2	3
Chemistry	-	-	-	2	2
Musics	1	1	1	-	-
Fine Arts	1	1	1	-	-
World Aesthetical Culture	-	-	-	2	-
Sketching	-	-	1	1	-
Physical Training	2	2	2	2	2
Labour	2	2	2	2	2
TOTAL	29	30	32	32	33
Optional classes, individual and group learning activities	3	3	3	3	3
TOTAL	32	33	35	35	36

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SCHOOL CURRICULUM FOR RUSSIAN INSTITUTIONS
OF COMPREHENSIVE LEARNING

(basic general education)

School subjects	Hrs per week				
	V	VI	VII	VIII	IX
Russian Language	7	6	5	3	2
Literature	3	3	3	2	3
Foreign Language	3	3	3	3	3
History	2	2	2	2	2
Law	-	-	-	1	2
Mathematics	6	6	6	5	5
Ecology	2	-	-	-	2
Geography	-	2	3	2	2
Biology	-	2	2	2	2
Physics	-	-	2	2	2
Chemistry	-	-	-	3	3
Musics	1	1	1	-	-
Fine Arts	1	1	1	-	-
World Aesthetical Culture	-	-	-	2	-
Sketching	-	-	-	1	1
Physical Training	2	2	2	2	2
Labour	2	2	2	2	2
TOTAL	29	30	32	32	33
Optional classes, individual and group learning activities	3	3	3	3	3
TOTAL	32	33	35	35	36

SCHOOL CURRICULUM FOR RUSSIAN INSTITUTIONS

OF COMPREHENSIVE LEARNING

(basic general education)

School subjects	Hrs per week				
	V	VI	VII	VIII	IX
Russian Language	7	6	5	3	2
Literature	3	3	3	2	3
Foreign Language	3	3	3	3	3
History	2	2	2	2	2
Law	-	-	-	1	2
Basics of Economics	-	-	-	-	2
Mathematics	6	6	6	5	5
Natural History	2	-	-	-	-
Geography	-	2	3	2	2
Biology	-	2	2	2	2
Physics	-	-	2	2	2
Chemistry	-	-	-	3	3
Musics	1	1	1	-	-
Fine Arts	1	1	1	-	-
World Aesthetical Culture	-	-	-	2	1
Sketching	-	-	-	1	1
Physical Training	2	2	2	2	2
Labour	2	2	2	2	2
TOTAL	29	30	32	32	33
Optional classes, individual and group learning activities	3	3	3	3	3
TOTAL	32	33	35	35	36

SCHOOL CURRICULUM FOR RUSSIAN INSTITUTIONS
OF COMPREHENSIVE LEARNING

(basic general education)

School subjects	Hrs per week				
	V	VI	VII	VIII	IX
Native Language and Literature	6	5	4	4	4
Russian Language	6	5	4	3	2
Literature	3	3	2	2	3
Foreign Language	3	3	3	3	3
History	2	2	2	2	2
Law	-	-	-	-	2
Mathematics	5	5	5	4	4
Natural History	1	-	-	-	-
Geography	-	2	2	2	2
Biology	-	2	2	2	2
Physics	-	-	2	2	3
Chemistry	-	-	-	2	3
Musics	1	1	1	-	-
Fine Arts	1	1	1	-	-
World Aesthetical Culture	-	-	-	2	-
Sketching	-	-	1	1	-
Physical Training	2	2	2	2	2
Labour	2	2	2	2	2
TOTAL	32	33	33	33	34
Optional classes, individual and group learning activities	-	-	2	2	2
TOTAL	32	33	35	35	36

SCHOOL CURRICULUM FOR RUSSIAN INSTITUTIONS
OF COMPREHENSIVE LEARNING

(basic general education)

School subjects	Hrs per week				
	V	VI	VII	VIII	IX
Language and Literature of the Republic	4	4	4	3	4
Russian Language	7	6	4	3	2
Literature	4	3	2	2	3
Foreign Language	3	3	3	3	3
History	2	2	2	2	2
Law	-	-	-	-	2
Mathematics	5	5	5	4	4
Information Science	-	-	-	-	-
Natural History	1	-	-	-	-
Geography	-	2	2	2	2
Biology	-	2	2	2	2
Physics	-	-	2	2	3
Chemistry	-	-	-	3	3
Musics	1	1	1	-	-
Fine Arts	1	1	1	-	-
World Aesthetical Culture	-	-	-	2	-
Sketching	-	-	1	1	-
Physical Training	2	2	2	2	2
Labour	2	2	2	2	2
TOTAL	32	33	33	33	34
Optional classes, individual and group learning activities	-	-	2	2	2
TOTAL	32	33	35	35	36

SCHOOL CURRICULUM FOR RUSSIAN INSTITUTIONS
OF COMPREHENSIVE LEARNING

[general secondary (complete) education]

School subjects	Hours per week	
	X	XI
Literature	4	4
Foreign Language	3	3
History	2	2
Social Science	2	2
Basics of Economics	-	2
Mathematics	3	3
Information Science	2	2
Geography	2	-
Biology	1	2
Physics	4	4
Chemistry	2	2
World Aesthetical Culture	1	1
Physical Training	2	2
Basics of Conjugal Life	2	1
Labour	2	2
TOTAL	32	32
Optional classes, individual and group learning activities	6	6
TOTAL	38	38

SCHOOL CURRICULUM FOR RUSSIAN INSTITUTIONS
OF COMPREHENSIVE EDUCATION
[general secondary (complete) education]

School subjects	Hours per week	
	X	XI
Native Language and Literature	2	3
Russian Language	2	2
Literature	4	3
Foreign Language	2	2
History	2	2
Social Science	2	2
Basics of Economics	-	2
Mathematics	3	3
Information Science	2	2
Geography	2	-
Biology	1	2
Physics	4	4
Chemistry	2	2
Physical Training	2	2
Basics of Conjugal Life	2	1
Labour	2	2
TOTAL	34	34
Optional classes, individual and group learning activities	4	4
TOTAL	38	38

SCHOOL CURRICULA FOR RUSSIAN INSTITUTIONS
OF COMPREHENSIVE LEARNING

[general secondary (complete) education]

School subjects	Hours per week	
	X	XI
Language and Literature of the Republic	2	2
Russian Language	2	2
Literature	4	4
Foreign Language	2	2
History	2	2
Social Science	2	2
Basics of Economics	-	2
Mathematics	3	3
Information Science	2	2
Geography	2	-
Biology	1	2
Physics	4	4
Chemistry	2	2
Physical Training	2	2
Basics of Conjugal Life	2	1
Labour	2	2
TOTAL	34	34
Optional classes, individual and group learning activities	4	4
TOTAL	38	38