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| **Diploma Programme subject outline—Group 3: individuals and societies** |
| **School name** |  Lessing-Gymnasium Köln/Cologne, Germany | **School code** | 003089 |
| **Name of the DP subject***(indicate language)* |  History SL + HL |
| **Level***(indicate with X)* |  |
| Higher | X | Standard completed in two years | X | Standard completed in one year \* |  |  |
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| **Name of the teacher who completed this outline** | Boris de WijnCathrin Stoffregen  | **Date of IB training** | Berlin, 28th-30th August 2015 |
| **Date when outline was completed** | 17.11.2017 | **Name of workshop***(indicate name of subject and workshop category)* | IB History Workshop (InThinking) |

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

**If you will teach history, complete the following chart (**-> see IB and German curriculum and course outline attached)

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| **Prescribed subject** | **Topics** | **HL option and sections** |
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##### Course outline

* + Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
	+ This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
	+ This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
	+ If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

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|  | **Topic/unit**(as identified in the IB subject guide)*State the topics/units in the order you are planning to teach them.* | **Contents** | **Allocated time** | **Assessment instruments to be used** | **Resources***List the main resources to be used, including information technology if applicable.* |
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| One class is | 45 | minutes. |
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| In one week there are | 5-7 | classes. |
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| Year 1 | * See IB and German curriculum and course outline attached
 |  |  | Participation in classRegular examinations required by the German curriculum (4 written exams)  | **Oxford IB Diploma Programme: Course companions on various topics for Paper 1-3:** 1. Rights and Protest
2. Causes and Effects of 20th -Century Wars
3. The Cold War: Superpower Tensions and Rivalries
4. 20th century World History

In addition:German Coursebook for regular classes  |
| Year 2 | * See IB and German curriculum and course outline attached
 |  |  | Participation in classRegular examinations required by the German curriculum (4 written exams) | **See list of resources above.**  |

##### IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

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| Internal assessment is due during the second term of Year 2 of the program (draft : Mid December, deadline : January). In SL/HL – history courses the internal assessment and its requirements are introduced with a four-page handout derived from the History Guide 2015. Topics and possible research questions are discussed individually and/or in class. To find appropriate primary, secondary sources and referencing material, students are encouraged to consult libraries and are given hints on local historic centres. Most of the finishing process of the investigation takes places during a three-day workshop in school assisted by the current history teacher.  |

##### Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

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| **Topic** | **Link with TOK (including description of lesson plan)** |
| The Cold War : superpower tensions and rivalries (20th century) | Example : The Berlin Crisis and the Berlin Wall – impact and significance * Initiating a TOK discussion : Take the position of either Ulbricht or Adenauer. Why or why not is a divided Berlin preferable ? Support your position with the evidence either protagonist would employ. Reflect on how correct either position is.
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##### Approaches to learning

##### Every IB course should contribute to the development of students’ approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

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| **Topic** | **Contribution to the development of students’ approaches to learning skills (including one or more skill category)** |
| Versailles to Berlin : Diplomacy in Europe 1919-1945  | Skill category : Thinking, research and communicationGroup discussion on the situation in 1918-1919  after World War One : * Researching the positions of the Allies and Germany.
* Then imitating the discussion of the Treaty of Versailles and reflecting the immediate and problematic historical context and the role of Germany in these negotiations.
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##### International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

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| **Topic** | **Contribution to the development of international mindedness (including resources you will use)** |
| Rights and protest : Civil Rights Movement in the USA 1954-1965 | Freedom Riders are a sound example for identification with the goals of the then black minority and as well as that of the white supporters and thus offers potential to reflect on the international media resonance to this movement and its benefits for the movement. (numerous documentations and photographs published online) |

##### Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

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| **Topic** | **Contribution to the development of the attribute(s) of the IB learner profile** |
| The Cold War : superpower tensions and rivalries (20th century)  | Example – IB Learner Profile  -> Open-minded / Reflective : Carefully considering the role of an East and West German exposed to either communist and capitalist propaganda from 1945 to 1961 and reflecting on the omnipresent consequences of Germandom at that time and until today.  |

#### **Resources**

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

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| Resources are sufficient and have been so over the past ten years (see list of resources above, our school recently aquired new course companions due to the new history guide in 2015). Additionally, a list of reliable internet resources is provided and the city of Cologne offers a good informative infrastructure too.  |