

Diploma Programme course outline–TOK

School name	Lessing-Gymnasium Köln/Cologne, Germany			School code	003089
Time distribution	Starting date of TOK course in year 1 of the Diploma Programme	September Year 1	Ending date of TOK course in year 2 of the Diploma Programme	January Year 2	
Name of the teachers who completed this outline	Mr Becker, Mr Thomalla		Date of IB trainings	Thomalla: October 2019 Becker: April 2021	
Date when outline was completed	Sept 29 th 2021 Revised: May 4 th , 2026		Name of workshops <i>(indicate name of subject and workshop category)</i>	IB teacher network meeting subject specific seminar attended by Manuel Becker: TOK online seminar with Christian Hoffmann (April 2021)	

1. Course outline

- Use the following table to organize the topics to be taught in the course. 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 course.
- This outline should show how you will develop the teaching of the course. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the TOK guide.

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time			Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is	45	minutes.		
			In one week there are	2	classes.		
Year 1	Knowledge and the knower	reflect critically on diverse ways of knowing and on knowledge				Best / Recent exemplary exhibitions assessment criteria	Textbook Tok for the diploma Oxford 2020 edition – theory of knowledge exemplary exhibitions
	Scope, perspectives, methods and tools	consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world					
	Ethics	be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge					

	Optional themes Preparing the exhibition	act responsibly in an increasingly interconnected but uncertain world	Politics, technology, language, Indigenous societies, religion		
Year 2	The exhibition		Reviewing: prompts, selecting objects, linking of prompts and objects, manifestation against the grading instrument	Best practice exemplary essays	Skills and practice the exhibition and the essay – exemplary essays
	Knowledge questions Analyzing prescribed titles		Unpacking the prescribed titles Arguments and their support with examples		Tok resources
	Areas of knowledge		Natural sciences, human sciences, history, the arts, mathematics,		
	The essay		Clear, coherent and critical exploration the assessment		

2. Links with Diploma Programme teachers

As the TOK guide indicates, it is an IB requirement that all Diploma Programme teachers are familiar with TOK as they have to make connections with TOK questions in their own courses. They can also suggest some theoretical concerns that could be taken further in the TOK classroom. Within this context, how do you plan to work with your colleagues to ensure that TOK becomes a real link among all of them?

All IB teachers have meetings on a regular basis. Tok and subject specific elements as well as teachers are closely intertwined and in constant discourse.

3. TOK assessment components

Briefly explain how and when you will work on them. Include the date when you will first introduce the assessment components to your students. Explain the different stages, the timeline and how students will be prepared to undertake both.

Students will be introduced to the assessment components in the retreat even before deciding to select the IB. In tok the first class will introduce the two requirements : the presentation and the essay

4. 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).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
International integration class / CAS	TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

5. 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.

Topic	Contribution to the development of international mindedness (including resources you will use)
International integration class	It demonstrates one example in which the students can apply their knowledge with greater awareness and credibility

6. **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.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Russell's Theory of knowledge	The definition of knowledge stepping from belief over words to belief and behaviour this is one example of inquirers and reflective thinkers

