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| **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 2017 | Ending date of TOK course in year 2 of the Diploma Programme | January 2019 |  |
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| **Name of the teachers who completed this outline** | Mr Becker | | **Date of IB trainings** | April 2nd-4th 2010  Feb 1st-3rd 2013 | |
| **Date when outline was completed** | Oct 6th 2017 | | **Name of workshops**  *(indicate name of subject and workshop category)* | IB Teacher Workshops  IBSCA Pembroke, Oxford University    Subject Specific Seminar: TOK Category 3  Brussels | |

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.

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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 | 2 | classes. |
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| Year 1 | Knowers & Knowing | reflect critically on diverse ways of knowing and on areas of knowledge |  | | | Best / Recent  presentations  exemplary presentations  assessment criteria | Textbooks  tok for the diploma  Rutherford et. al.  tok for the diploma  Van de Lagemaat (1st and 2nd edition) |
| Ways of Knowing and Areas of Knowledge | consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world |  | | |
| Real-life situations  individual and shared k | be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge |  | | |
| The presentation | recognize the need to act responsibly in an increasingly interconnected but uncertain world |  | | |
| Year 2 | Knowledge Issues |  |  | | | Best practice  exemplary essays | Skills and practice  the presentation and the essay  (if necessary)  tok textbook  Alchin |
| Transcending the hexagon |  |  | | |
| “New” AoKs and Woks | Indigenous k, |  | | |
| The essay |  |  | | |

1. 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?

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

1. **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.

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| 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 |

1. 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)** |
| 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. |

1. 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)** |
| International integration class | It demonstrates one example in which the students can apply their knowledge with greater awareness and credibility |

1. 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** |
| 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 |