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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Diploma Programme subject outline—Group 3: individuals and societies** | | | | | | | | | | |
| **School name** |  | | | | | | **School code** |  | | |
| **Name of the DP subject**  *(indicate language)* |  | | | | | | | | | |
| **Level**  *(indicate with X)* |  | | | | | | | | | |
| Higher |  | Standard completed in two years | |  | Standard completed in one year \* | | |  |  |
|  | | | | | | | | | |
| **Name of the teacher who completed this outline** |  | | | **Date of IB training** | | |  | | | |
| **Date when outline was completed** |  | | | **Name of workshop**  *(indicate name of subject and workshop category)* | | |  | | | |

\* 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.**

|  |  |  |
| --- | --- | --- |
| **Prescribed subject** | **Topics** | **HL option and sections** |
|  |  |  |
|  |  |  |
|  |  |  |

##### 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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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.* |
|  | | |
| One class is |  | minutes. |
|  | | |
| In one week there are |  | classes. |
|  | | |
| Year 1 |  |  |  | | |  |  |
|  |  |  | | |
|  |  |  | | |
|  |  |  | | |
| Year 2 |  |  |  | | |  |  |
|  |  |  | | |
|  |  |  | | |
|  |  |  | | |

##### 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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##### 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.

|  |  |
| --- | --- |
| **Topic** | **Link with TOK (including description of lesson plan)** |
|  |  |

##### 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 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)** |
|  |  |

##### 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** |
|  |  |

#### **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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