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| **Diploma Programme course outline—TOK** |
| **School name** |  | **School code** |  |
| **Time distribution** |  |
| Starting date of TOK course in year 1 of the Diploma Programme |  | Ending date of TOK course in year 2 of the Diploma Programme |  |  |
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| **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)* |  |

##### 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 |  | minutes. |
|  |
| In one week there are |  | classes. |
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| Year 1 |  |  |  |  |  |
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|  |  |  |
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| Year 2 |  |  |  |  |  |
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##### 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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#### **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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##### 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)** |
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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)** |
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##### 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** |
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