

Diploma Programme course outline–TOK			
School name	<i>Haganässkolan</i>		School code <i>051587</i>
Time distribution	Starting date of TOK course in year 1 of the Diploma Programme <i>August 2020</i>	Ending date of TOK course in year 2 of the Diploma Programme <i>May 2022</i>	
Name of the teacher who completed this outline	<i>Kevin Fickling</i>	Date of IB training	<i>February 2019</i>
Date when outline was completed	<i>June 15, 2021</i>	Name of workshop <i>(indicate name of subject and workshop category)</i>	<i>TOK Cat. 3</i>

### 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>	ATL Explicit teaching Where Applicable <i>(communication, social, self management-organization, self management-affective skills, self-management-reflection, research-info and media literacy, thinking-critical thinking, thinking-transfer thinking)</i>
			One class is	minutes.			
Year 1	<b>Core Theme Knowledge and the knower 1</b>	I.a.w. TOK Guide	5 weeks	60	Class discussions, workbooks, presentations, tests	Various textbooks, Kognity, Youtube	V Reflection skills
	<b>Optional Theme Knowledge and language</b>		7 weeks				II Collaboration skills
	<b>AOK History</b>		5 weeks				VI Information literacy
	<b>Optional Theme Knowledge and religion</b>		7 weeks				IV Affective skills
	<b>TOK Exhibition</b>		4 weeks	Internal Assessment			I Communication skills
	<b>AOK Mathematics</b>		7 weeks				VI Information literacy
Year 2	<b>AOK The Arts</b>	Various textbooks	7 weeks		External Assessment		III Organization skills
	<b>TOK Essay Writing</b>		4 weeks				X Transfer thinking
	<b>AOK Natural Science</b>		5 weeks				VIII Critical thinking
	<b>AOK Human Sciences</b>		7 weeks				VII Media literacy
	<b>Core Theme Knowledge and the knower 1</b>		5 weeks				IX Creativity and innovation

**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?

For each AOK unit, excerpts from the Theory of knowledge guide are shared with subject teachers, who are asked to accommodate the curriculum and to provide written feedback to the TOK Coordinator.

### 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.

Date IA is introduced : January of year 1	Date IA draft for comments due : March of year 1	Date final IA is due : May of year 1
Date EA requirements introduced : August of year 2	Date students will be prepared to complete EAs : February of year 2	
Brief explanation how you work with IA and EA : For the IA, we follow the guidelines in the TOK Guide, the teacher support materail and reliable Youtube videos. For the EA, we follow the guidelines and requirements of supervision.		

### 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)
Knowledge and religion	Bringing together all the required AOKs, the secularization thesis addresses questions of modernity and tradition in various corners of the world in their various stages of development.

### 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
Knowledge and the knower	Throughout the course, but especially in the core theme, the learner profile « Knowledgeable » will be in focus regarding both content and skills.

**This portion of the course outline highlights our IB practices. Each section gives a taste or example of how we meet the IB standards and practices in our program.**

#### **Inquiry (Approaches to Teaching 1)**

You will be given opportunities to follow your interests, actively explore, or make your own choices in certain circumstances:

*TOK is a course that students find particularly relevant as they open up more systematically to the larger world of ideas. You are encouraged to actively share with classmates how you view the world around you and how you have managed to understand it.*

If you are very interested in this subject, you might wish to have certain CAS experiences that are quite connected to this subject. Some examples are:

*The unit devoted to the Arts is an excellent stimulus for creativity.*

#### **Conceptual focus (Approaches to Teaching 2)**

Research shows that when learning focuses on conceptual understanding, the learning is richer and more sustained. Here are some examples of places in the course where we work rather explicitly to develop conceptual understanding:

*Assignments in TOK will ask you to investigate with an open mind the conceptual underpinnings of knowledge and how we know, or believe we know, what we know. Classroom discussions in Year 2 are particularly engaging.*

### **Local and/or Global links (Approaches to Teaching 3)**

Global relevance is at the heart of the DP curriculum, within nearly every subject guide, the content is already baked in. But here are some of the local links we will make in our subject:

*We rarely look at local contexts in TOK, unless they fall under the concept of personal knowledge.*

### **Collaboration (Approaches to Teaching 4)**

Sometimes what you will be learning will be linked to another subject area and sometimes we as teachers like to collaborate to articulate those links for you, we find it can make learning more meaningful. How we do this may vary from year to year, but here is an example of places in the curriculum where you might find that we will work in an interdisciplinary fashion:

*We have a schoolwide policy of integrating TOK with our subjects, whereby teachers devote lesson time to examining knowledge questions.*

We will also collaborate, you and I as the teacher on certain parts of the course. Some examples are:

*We will have one-to-one consultations on the choice and development of your TOK essay title.*

And there will be times you collaborate with your classmates, such as:

*The TOK Exhibition will require you to collaborate with classmates.*

### **Removal of barriers to learning: (Approaches to Teaching 5)**

We all have our strengths and areas to develop. If you are experiencing some form of barrier to your learning, here's what I expect you will do:

*Use Youtube to learn, confirm learning through watching and listening, and critically examine the concepts, theories and methodologies in the course.*

*Journaling as much as possible is an excellent way to formulate and record your ideas.*

If I or another teacher detects that there might be a barrier to your learning, we will follow our [Inclusion Policy](#).

### **Varied assessment (Approaches to Assessment 2)**

These are the kinds of assessments used in this course (*prior to official IB assessments and including mocks*) :

*Connected to learning objectives and outcomes, we can avail ourselves of tests, activities, discussions, check-ins, presentations, show-and-tells, journals and group work.*

Formative assessments:

*Journals and class discussions.*

Summative assessments allow for you to **consolidate your learning**, some examples of summative assessments in this course are:

*The TOK Exhibition and the TOK Essay.*

Here is some information about how your work will be marked or assessed:

*Your TOK Exhibition work will be standardized with 1 or 2 teachers in the program, while your Essay will be externally assessed.*

### **Feedback (Approaches to Assessment 1)**

You can expect to receive feedback from me on formative and summative assessments in this way:

*Students can use as feedback comments on student samples found on My IB.*

*I will both listen to and challenge your reasoning and arguments.*

You will also have an opportunity to give feedback to me in this subject, here is how:

*I check in frequently with students and, should you wish to contact me, am readily available on Teams.*

To get to know our Assessment Policy in better detail, you can find it [here](#).