

## Diploma Programme course outline—TOK

<b>School name</b>	The International School in Genoa	<b>School code</b>	001380
<b>Time distribution</b>	Starting date of TOK course in year 1 of the Diploma Programme	August, DP1 (1st day of school)	Ending date of TOK course in year 2 of the Diploma Programme
			February, DP2
<b>Name of the teacher(s) who updated this outline</b>	Marcella MARTINI; Alex PEPPER		
<b>Date when outline was last updated</b>	September 2022		

### 1. Course outline

This is an outline showing how the topics are distributed over time to ensure that students are prepared to comply with the requirements of the course.

	Topic/unit (as identified in the IB subject guide) <i>Topics/units are listed in the order taught.</i>	Contents	Allocated time	Assessment instruments used	Resources <i>Main resources used, including information technology if applicable.</i>
			One class is 60 minutes. In one week there are 2 classes.		
Year 1	ToK basics	<i>Themes, Areas of Knowledge, Exhibition, Essay</i>  Organization of learner portfolio, scope, perspectives, methods and tools, ethics	4 weeks	Formative: group work to produce Summative: interactive presentations on the 4 aspects of the selected themes (Knowledge and the Knower, Knowledge and Technology,	Kognity digital textbook+additional resources from JSTOR database or wherever the students' group or personal interests lead them (e.g. uni channels, Ted talks)
	Themes	<i>Knowledge and the Knower</i>  Personal and social epistemic traits: IB	5 weeks (10 hours)		

<b>Topic/unit</b> (as identified in the IB subject guide) <i>Topics/units are listed in the order taught.</i>	<b>Contents</b>	<b>Allocated time</b> One class is 60 minutes. In one week there are 2 classes.	<b>Assessment instruments used</b>	<b>Resources</b> <i>Main resources used, including information technology if applicable.</i>
	learner profile. How am I affected by knowledge I am exposed to? How do I affect knowledge? Scope, Perspectives, Methods and Tools, Ethics		Knowledge and (Language) and of the Areas of Knowledge	
	<i>Knowledge and Language</i> Language and the individual+Language and communities. Scope, Perspectives, Methods and Tools, Ethics	3 weeks (6 hours)		
	<i>Knowledge and Technology</i> Technologies we use/technologies that use us? Technologies we understand /do not understand. Scope, Perspectives, Methods and Tools, Ethics	3 weeks (6 hours)		
Areas of knowledge	<i>Natural and Human Sciences</i> The scientific method in the NS and in the HS; Scope, Perspectives, Methods and Tools, Ethics	4 weeks (8 hours)		
	<i>Maths and Art</i> Reasoning, imagination, vision, concrete reality; rules and freedom; intentions and understanding; axioms, theorems, proof (Scope, Perspectives, Methods and Tools, Ethics)	4 weeks (8 hours)		

	<b>Topic/unit</b> (as identified in the IB subject guide) <i>Topics/units are listed in the order taught.</i>	<b>Contents</b>	<b>Allocated time</b>	<b>Assessment instruments used</b>	<b>Resources</b> <i>Main resources used, including information technology if applicable.</i>
			One class is <input type="text" value="60"/> minutes. In one week there are <input type="text" value="2"/> classes.		
		<i>History</i> The Historical Method: Scope, Perspectives, Methods and Tools, Ethics	3 weeks (6 hours)		
	The Exhibition	<i>Theme/s</i> Select Knowledge Question, objects that shed light on it; write text that describes object functionally to the prompt; objects in photo are referenced; argument answer that does justice to the scope expressed in the choice of objects, the perspectives incorporated in them, the methods and tools applied in the way they support knowledge, and the ethical values they support in the way they relate to the prompt.	10 weeks (20 hours)		
Year 2	The Essay: writing process	<i>Areas of Knowledge</i> Select essay title, consider real life examples relevant to it. Identify problems of knowledge and variation based on scope, perspectives, methods and tools and ethics; respond to knowledge question and highlight relevance of conclusion in real life	14 weeks (28 hours)		

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			One class is 60 minutes. In one week there are 2 classes.		
	Assessments finalization: essay and exhibit	<i>Editing, referencing, formatting</i> Can other people understand the points we make? Can they trace our sources of information? Does our work respect publication standards?	4 weeks (8 hours)		

## 2. Links with Diploma Programme teachers

How we ensure that TOK is a real link among all Diploma Programme courses.

Through meetings with colleagues during professional learning time. In particular, as subject teachers plan their units, TOK teachers help them develop the questions that express TOK reflections.

### 3. TOK assessment components

How and when the TOK assessment components are worked on, including a timeline of when the components are first introduced, the different stages, the timeline, and how students are prepared to undertake both of them.

IA-Exhibit: April-June DP1

The best part of the school year is dedicated to the exploration of themes and areas of knowledge, mostly through group work. April and May are dedicated to the development of the exhibits, while June is used for their delivery.

Essay: September-February DP2

The whole year is dedicated to the essay writing process. The best part of the school year is dedicated to the progressive development of the essay. Students carry out regular meetings with their teachers, discussing the structure, content and research necessary to construct an original, compelling essay that represents each student's academic, work and life interests. Come January, students who write on different essay prompts are allowed to give each other feedback on clarity. The essay is turned in early February.

### 4. Approaches to learning

A sample topic from this course outline that allows students to specifically develop one or more of the approaches to learning 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)
Any unit, for example, Knowledge and the Knower	<p>Thinking            Communication            Social            Self-management            Research</p> <p>Year one: most learning experiences are based on group work, and much emphasis is placed on what makes group work effective. E.g.: visible thinking routines (thinking), alternating leadership roles (social), distributing responsibilities (self-management), unfailingly declaring sources of information in MLA format (Research), and making sure each presentation delivered is strategically planned to address varying levels of attention and competency. E.g.: implementation of multiple interactive components and media, attention to proxemics and space management, time limits, word limits and, where possible, multisensory procedures (communication).</p>

## 5. International mindedness

A sample topic from this course outline that allows students to analyse international-mindedness from different cultural perspectives, including the reasons for this choice and resources that are used to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources used)
Any unit, for example, Knowledge and the Knower	As Sustainable Development Goals represent a worldwide approach to the most urgent natural and socio-political priorities, How do our findings on the way we acquire and manage knowledge, relate to SDG 3,4 and 5 (well being, quality education and gender equality), 13 (combat climate change) 16 (peaceful and inclusive societies, justice) 17 (global partnership for sustainable development)

## 6. Development of the IB learner profile

A sample topic from this course outline with an explanation of how the contents and related skills pursue the development of the identified attribute(s) of the IB learner profile.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Any unit, for example, Knowledge and the Knower	At the end of the unit students consider and make plans for the personal impact their knowledge can have on SDGs. As they do so, they are forced to <b>inquire</b> and be <b>knowledgeable</b> about the context in which they intend to take action (e.g. reliability of information)), <b>care</b> enough to <b>think</b> of effective ways in which the action can be deployed, deploy ways to make that action <b>balanced</b> and <b>communicatively</b> effective (e.g. blog post including guidelines for fake news detection), apply their <b>principles</b> to the guidelines' content, be sufficiently <b>open-minded</b> as to imagine perspectives on the issue different from their own, <b>taking the risk</b> to face them. Eventually, <b>reflect</b> on the outcome of their action.