

Appendix 5

IB Diploma Programme course outlines

Teachers responsible for each proposed subject must prepare a course outline following the guidelines below. While IB subject guides will be used for this exercise, teachers are expected to adapt the information in these guides to their own school's context. Please be sure to use IBO nomenclature throughout. The name of the teacher(s) who wrote the course outline must be recorded at the top of the outline.

Name of the teacher who prepared the outline:

2008 08 12 J.V. Marc Corbeil (revision)
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Name of the course:

For example, English A1, HL.

Theory of Knowledge

Course description:

In two to three paragraphs, describe the course in terms of focus, purpose, aims and objectives, the inclusion of internationalism, the proposed process, and expected assessment. This should be a summary.

This course will explore the question, “How do you know?”, in terms of the “ways of knowing”, “the knower”, “areas of knowledge” and “the world”. A four module approach will be used, each with focus on critical learning objectives directly related to the chosen modules of Philosophy, History and Drama Arts, and indirectly with topics in English, Mandarin, Biology and Mathematics (these being the current course options for students at Westwood).

The first module is centered on ways of knowing (related to philosophy’s theme – ground and limits to knowledge, biology’s concept of nomenclature, history’s perspective of the historian, English’s concepts of theme and grammar, Theatre’s method’s of expression, mathematics’ suggestion of proof and certitude). Students will be encouraged to recognize and link knowledge issues and make comparison between areas of knowledge / ways of knowing with hints from different historical, social and cultural contexts.

The second module is centered on the knower (related to philosophy’s theme – mind and nature, biology’s evolution and behavior, history’s origins of human conflict etc, “what is a mathematician, Theatre’s emoting and emotions etc). Students will be encouraged to shape and reflect on their exploration of knowing and the knower from multiple perspectives of subject, nation etc. demonstrating an internalized, informed and organized world view with hints from different knower bases around the world.

The third module is centered on the areas of knowledge, extending the exploration of knowing and knower to the expert areas of knowledge. Using reference from many subjects (with some focus from the DP subjects each student has selected) the student will be encouraged to understand, analyze and create coherent statements of position, externalizing their own point of view with hints from materials, techniques and technology as it is differently available around the world.

The fourth module is centered on the external world but completing the circle by reflecting/relating to the previous modules: Ways of Knowing → Knower’s → Areas of Knowledge → World → relationships. This module will strongly encourage the theme of TOK as an activity and readings will be chosen by the student (but directed by the course instructor towards expanding comfort zone of material, i.e. material outside the historical, cultural and social circle of the student).

Topics:

In narrative or outline form, list what you will cover in your course to meet the IB syllabus requirements. In addition, if IB courses are going to be combined with Advanced Placement or other curriculums, outlines should address additional non-IB topics to be covered.

1. Knowing - link knowledge issues and make comparison between areas of knowledge / ways of knowing with hints from different historical, social and cultural contexts. Guiding questions: How do we know the things we know? How does belief differ from knowledge? How do we gain knowledge and how do we justify? Approach: Seminar/reading approach to get students acquainted with the questions of TOK with classroom activities that encourage the students to ask questions and actively select the direction of conversation. Excerpts from: Horgan, End of Science; Sagan, Demon Haunted World; Russell, Problems of Phil; Asimov, I Robot; Heinlein, Stranger in a Strange Land; Lewis Carroll, Alice in Wonderland; Live material in the news, movies etc.

2. The knower – reflective exploration of knowing and the knower from multiple perspectives of subject, nation etc. demonstrating an internalized, informed and organized world view with hints from different knower bases around the world. Guiding questions: Who knows and what do they say? What is human nature, and what is the nature of humans? How do language, culture, history and society affect knowledge? What is meant by perception, phenomena and event? Approach: Seminar/reading/student presentation approach to get students to internalize/externalize questions of TOK. Excerpts from: Hobbes; Hume; Diamond, Guns Germs and Steel (students reading this in the year before); Lao Tzu, Tao Te Ching (students read this in Mandarin course); Star Trek Episode; Pollack, Brain in Vat, Live material in the news, movies etc.

3. Areas of knowledge - extending to the expert areas of knowledge. Guiding questions: What is science, mathematics? How does one “know” art or drama? What is the difference between belief, fact and opinion? What is beautiful and what is valued? Who knows what? What does history, culture and society have to do with knowledge? Approach: Full seminar approach to get students to internalize/externalize questions of TOK. Student will start choosing reading based on their reflect interests but guided by TOK questions. Excerpts from:; Dacey, How Secularism Lost its Soul, Whitehead, Science and the Modern World; Garnier, Feynman, The Feynman Lectures on Physics; Pratchett, Pyramids; Live material in the news, movies etc.

4. The Word – closing the circle - Ways of Knowing → Knower’s → Areas of Knowledge → World → relationships. TOK as an activity; mostly student guide readings with some links to Environmental Ethics in part from Philosophy and Biology themes in year 2. Guiding questions: Who knows and what do they say? What is human nature, and what is the nature of humans? How do language, culture, history and society affect knowledge? What is meant by perception, phenomena and event? Approach: Seminar/ reading/ presentation approach to get students to internalize/externalize questions of TOK. Students will interact with year 1 students helping with ideas for reading and questions. Hints from Keller, A Feeling for the Organism (Biology); Leopold, Sand County Almanac (Philosophy), Live material in the news, movies etc. Student choices for additional readings.

Note: draft set of reading will be pared down to student interest priorities.

Assessment:

Knowledge of IBO-required assessments and descriptors should be evident. All parts of IB assessment should be addressed, both internal and external. In addition, examples of non-IB monitoring should be given, if they are part of the course.

Year 1 [] Sept/Oct Definitions and methods: Writing Assignment #1 – (sample question on knowing) Defend or refute the idea of belief as knowledge. Nov/Dec Group discussions and Writing Assignment #2/ Oral Presentation Planning Exercise Feb/Mar Evaluation of prescribe topics Exercise Assignment #3/ Thinking and Writing About Thinking. April/May Group discussions and Writing Assignment #4 (sample question on the Knower and perspective) Can there be false knowledge? Oral Presentation/ *TK/PMF*

Year 2 [] Sept/Oct Group discussions and Writing Assignment #5 (sample question on Areas of knowledge) What is knowledge at work? Nov/Dec Group discussions and Writing Assignment #6 (sample question on refeltive TOK) What can we do with our knowledge? Feb/Mar TOK External Assessment

The timing of the presentations will vary to share presentation over the TOK classes.

Resources:

List the books and other resource materials and software that will be used in the course. Information should include what is currently available as well as what is being ordered.

Readings from primary and secondary sources (see topics)

Eileen Dombrowski, Mimi Bick, Lena Rotenberg, Course Companion: Theory of Knowledge.

Teaching time:

List all classroom teaching hours for each HL and SL course. Explain how the hours are calculated.

HL/SL course	Teaching hours
TOK	1.5 x weeks x 34 weeks per year x 2 years = 102 hours
	<i>(add rows as necessary)</i>

In addition:

For group 1 subjects:

- Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- List the works for language A1 and explain how these works reinforce internationalism.

- Does your list of works reflect the requirements of both “genres” and “periods”, as explained in the language A1 syllabus and in the prescribed book list (PBL) for your language A1?
- Are there adequate materials, particularly in literature, criticism, and literary history?

For group 2 subjects:

- Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- Is provision made for individual practice in speaking and listening over and above what is possible within regular class hours, whether through a language laboratory or by other means?
- Is each language level grouped appropriately, allowing the teachers to provide specialized, intense instruction for each group?
- Explain how the resources and themes chosen will highlight or reinforce internationalism.
- Is the school well stocked with general high-interest reading material at all levels of proficiency in the languages being offered?
- Does the school subscribe to newspapers and periodicals in the language(s) being offered for student and staff use?

For group 3 subjects:

- Where history will be offered at higher level, please indicate the regional option selected.
- Have the teachers organized appropriate optional topics for study where applicable? Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- Explain how the topics chosen will be used to reinforce internationalism.
- Does the school subscribe to newspapers, periodicals, and current reference materials providing up-to-date information, for both staff and student needs, relevant to the group 3 courses offered at the school?
- Where history will be offered at higher level, are there adequate reference materials in the library to support the study of the regional option, as well as to provide sources for in-depth study?

For group 4 subjects:

- Have the teachers organized appropriate laboratory exercises and optional topics for study that conform to IBO requirements for the specific science course?
- Does the course provide adequate training in analytical and critical thought?
- Have science teachers collaborated and planned for the group 4 project?

- How do you envision that the methodology and resources with which the sciences are presented will enhance the international perspective of your students?
- Has there been an assessment of the laboratory facilities?
- Is there adequate instructional space for the group 4 courses?
- Are the science laboratories adequately equipped to perform those exercises required by the IB Diploma Programme curriculum?
- Does the school subscribe to appropriate scientific periodicals and journals and maintain balanced, current and adequate stocks in the life and physical sciences?

For group 5 subjects:

- Does the course provide adequate training in analytical and critical thought?
- Have courses been sequenced to provide appropriate preparation for the various mathematics options and computer science?
- How will the international perspective of your students be enhanced by the methodology and resources used in the teaching of mathematics/computer science?
- Does the classroom and/or library contain a variety of modern mathematics textbooks, technical reference materials and other supplementary instructional materials to support the course(s) in IB mathematics?
- Does the classroom and/or library contain sufficient materials to support the computer science course?

For group 6 subjects:

- Are all group 6 courses adequately supported with materials and laboratory/studio space?
- Does the course outline adequately demonstrate that the school has prepared for the required internal assessments for the subject(s)?

For theory of knowledge:

- Is the TOK course designed to conform to IBO requirements in substance and classroom hours?
- Indicate the distribution of TOK topics over the two years of the IB Diploma Programme.
- Does the course provide adequate training in analytical and critical thought?

TOK will meet regularly once a week as a class. In addition, special presentations and seminars will be provided on top of basic class hours.
In general, TOK classes will meet once a week in seminar format for both years of the DP. The main focus of TOK will be on providing and supporting adequate training in analytic and critical thought and developing core questions such as, “What counts as knowledge?” and “How does knowledge grow?”.

For all subjects:

- Has a thorough review of the available resource materials and equipment (both within the department and in the library/media centre) been conducted?
- Are instructional materials available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses?
- Are community resources used both within the classroom and as part of regular field trips?
- Are the needs and projected costs of acquiring all necessary materials and equipment for each subject group clearly stated?
- Is an international perspective included?

Resource materials and equipment (both within the department and in the library/media centre) are regularly conducted with input and feedback from the DPC and Head of Secondary School.

Instructional materials will be made available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses through yearly review, ordering and updating.

Community resources are used both within the classroom and as part of regular field trips, including partnerships with local community college.

Needs and projected costs of acquiring all necessary materials and equipment for each subject group are clearly stated and part of the strategic planning process of the school.

An international perspective is included as part of the strategic plan of the school and directly as part of the curriculum development of the course.