

Diploma Programme subject outline—Group 3: Individuals and Societies

School name	Ela Green School	School code	060876
Name of the DP subject <i>(indicate language)</i>	Digital Society		
Level <i>(indicate with X)</i>	Higher <input type="checkbox"/> XI/XII	Standard completed in two years <input type="checkbox"/> 2	Standard completed in one year * <input type="checkbox"/>
Name of the teacher who completed this outline	Ms. Jhuma Panigrahi	Date of IB training	November 2022
Date when outline was completed	1/dec	Name of workshop <i>(indicate name of subject and workshop category)</i>	Online Digital Society Category 1

\* 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*.

1. 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 must 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



Year	Topic/unit (as identified in the IB subject guide)	Contents / Concepts	Allotted Time  Each Class 45 Minutes 6 Sessions a week SL-4 sessions HL-2 sessions	Assessment Instruments	Resources
Year 1  July 2023	Topic 1: What is digital society?	<b>SL Content</b> <ul style="list-style-type: none"> <li>● 1.1 Digital Society has multiple names</li> <li>● 1.2 Digital society is characterized by uneven access to digital systems</li> <li>● 1.3 Milestones in the development of digital society</li> <li>● 1.4 Digital systems use binary digits to represent data and information</li> </ul>	Total- 15 Hours (4-week approx.)  SL- 10 hrs.  HL-5 hrs.	<b>Formative Tasks:</b> <ul style="list-style-type: none"> <li>● Research task on History of Information Age</li> <li>● Class Discussion on Digital Divide (Students will add their thoughts on a padlet based on the research).</li> <li>● Research Task on How</li> </ul>	<a href="https://riseofnations.fandom.com/wiki/Information_Age/History">https://riseofnations.fandom.com/wiki/Information_Age/History</a>  <a href="https://www.techtarget.com/whatis/definition/digital-divide#:~:text=The%20digital%20divide%20is%20a,personal%20computers%20and%20internet%20conne">https://www.techtarget.com/whatis/definition/digital-divide#:~:text=The%20digital%20divide%20is%20a,personal%20computers%20and%20internet%20conne</a>

		<ul style="list-style-type: none"> <li>1.5 The digital is different from the analogue</li> <li>1.6 Digitization changes data and information from analogue to digital</li> <li>1.7 Digitalization is the use of digital systems to change the structure and/or operation of an organization</li> </ul> <p><b>HL Content</b></p> <ul style="list-style-type: none"> <li>The challenge and intervention in digital society</li> <li>Overview of HL extensions</li> </ul> <p><b>ATL SKILL</b></p> <ul style="list-style-type: none"> <li>Thinking skill</li> <li>Research skill</li> </ul> <p><b>LP Attribute</b></p> <ul style="list-style-type: none"> <li>Inquirer</li> <li>Thinkers</li> </ul>	<p>SL-3 week</p> <p>HL-1 week</p>	<p>UNESCO is using digital technology to preserve the records.</p> <ul style="list-style-type: none"> <li>Group Discussion on the formats of computer data and how to handle the data.</li> </ul> <p><b>Summative Task:</b></p> <ul style="list-style-type: none"> <li>Chapter Test</li> <li>Practice Paper 1</li> <li>Workshop Task: How to create a compelling inquiry focus</li> <li>Practice Paper 2</li> <li>Workshop: Setting up the digital society journal</li> <li>Mini Inquiry Project</li> <li>Introduction to the challenges and interventions in digital society</li> </ul> <p><b>Connection to TOK:</b> How has technology had an impact on collective memory and how knowledge is preserved?</p>	<p><a href="#">ctivity.</a></p> <p><a href="https://www.livescience.com/20718-computer-history.html">https://www.livescience.com/20718-computer-history.html</a></p> <p><a href="https://codesteps.com/2018/08/11/computer-concepts-bits-bytes-and-words/">https://codesteps.com/2018/08/11/computer-concepts-bits-bytes-and-words/</a></p> <p><a href="https://techdifferences.com/difference-between-analog-and-digital-signal.html">https://techdifferences.com/difference-between-analog-and-digital-signal.html</a></p> <p><a href="https://en.unesco.org/themes/information-preservation/digital-heritage/concept-digital-preservation">https://en.unesco.org/themes/information-preservation/digital-heritage/concept-digital-preservation</a></p> <p><a href="https://www.forbes.com/sites/sap/2021/02/23/how-digitalization-creates-value-in-times-of-disruption/?sh=488046f02751">https://www.forbes.com/sites/sap/2021/02/23/how-digitalization-creates-value-in-times-of-disruption/?sh=488046f02751</a></p>
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**Concepts - 35 Hours (8 weeks approx.)    SL-20 hrs.    HL-15 hrs.    SL- 5 weeks    HL-3 weeks**

<p>Year 1 August - September 2023</p>	<p>Topic 2: Concepts 2.1 Change</p>	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>Change is the evolution, transformation, adaptation, or movement from one form, state, or value to another</li> <li>Change involves understanding and evaluating people, ideas, objects, and</li> </ul>	<p>3 hrs.</p>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>Chapter Test</li> <li>Practice Paper 1</li> <li>Practice Paper 2</li> <li>Mini Inquiry Project</li> </ul>	<p><a href="https://in.video.search.yahoo.com/search/video; ylt=AwrProTMTsBjaKESLly7HAX.; ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3BpdnM-?p=what+is+technological+revoluti">https://in.video.search.yahoo.com/search/video; ylt=AwrProTMTsBjaKESLly7HAX.; ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3BpdnM-?p=what+is+technological+revoluti</a></p>
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		<p>forces that shape the world: past, present, and future.</p> <ul style="list-style-type: none"> <li>• The nature and importance of change is debated.</li> <li>• Change may indicate continuity or discontinuity with prior established ways of understanding or doing things.</li> </ul> <p><b>HL Content - Global Well Being (5.1)</b></p> <ul style="list-style-type: none"> <li>• an inquiry to consider an area related to <b>global well-being (e.g., the future of work).</b></li> </ul> <p><b>5.1 C The Future of work</b></p> <ul style="list-style-type: none"> <li>• Automation and Employment</li> <li>• Meaningful and secure Employment</li> <li>• Addressing the collective needs of workers</li> </ul>	<p>2 hrs.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Research task on types of changes in the digital society.</li> <li>• Group Discussion on the importance of Change for society.</li> <li>• Group Discussion on “how will future technologies impact employment?”</li> <li>• HL Extended inquiries and possible interventions. (Example: - To what extent new jobs that have been created in the last 5 years involving digital technologies have impacted meaningful and secure employment?)</li> </ul> <p><b>Connection to TOK: -</b> To what extent is the internet changing what it means to know something?</p>	<p><a href="https://www.sciencedirect.com/topics/mathematics/technological-revolution">on&amp;fr2=piv-web&amp;type=E211IN714G0&amp;fr=mcafe#id=1&amp;vid=0028c3cbccfbd4248d95defe32d3c7ab&amp;action=view</a></p> <p><a href="https://www.sciencedirect.com/topics/mathematics/technological-revolution">https://www.sciencedirect.com/topics/mathematics/technological-revolution</a></p> <p><a href="https://study.com/academy/lesson/what-is-a-technological-change-definition-advantages-impact-examples.html">https://study.com/academy/lesson/what-is-a-technological-change-definition-advantages-impact-examples.html</a></p>
	<p><b>2.2 Expression</b></p>	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>• Expression is the act, process, or instance of representing ideas, emotions and/or experiences using different modes and media.</li> <li>• Expression serves many functions, including storytelling, world-building, artistic innovation, and political activism.</li> <li>• Expression brings people and communities together while also introducing significant dilemmas.</li> </ul> <p><b>HL Content</b></p> <ul style="list-style-type: none"> <li>• an extended inquiry based on the pre-</li> </ul>	<p>3 hrs.</p> <p>2 hrs.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Research task on how art plays a key role in expressing thought process</li> <li>• Group discussion on favorite forms of expression in the digital world.</li> <li>• Digital Story making</li> </ul> <p><b>Connection to CAS: -</b> Create an internal school website that enables students to express themselves.</p>	<p><a href="https://tech.co/news/artificial-intelligence-personalities-2015-08#:~:text=Here%27s%20my%20take%20on%20it%20all.%20If%20we%27re,this%20test%20robots%20definitively%20do%20have%20a%20personality.">https://tech.co/news/artificial-intelligence-personalities-2015-08#:~:text=Here%27s%20my%20take%20on%20it%20all.%20If%20we%27re,this%20test%20robots%20definitively%20do%20have%20a%20personality.</a></p> <p><a href="https://www.youtube.com/watch?v=8PYX5sQXGxc">https://www.youtube.com/watch?v=8PYX5sQXGxc</a></p>

		<p>release statement of HL Paper-3</p> <ul style="list-style-type: none"> <li>Practice pre-release</li> </ul>			
	<b>2.3 Identity</b>	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>Identity helps define a person, group, social entity and/or community.</li> <li>Identity is not static but changes over time and according to context and the perspectives of others.</li> <li>Identities are intersectional and may include aspects related to age, nationality, religion, culture, gender, sexuality, race, ethnicity as well as social and economic class.</li> </ul> <p><b>HL Content</b></p> <ul style="list-style-type: none"> <li>HL students extend an inquiry to consider an HL topic and area of interest.</li> <li>An HL workshop might also focus on crafting responses to big questions such as those encountered on HL paper 1.</li> </ul>	<p>3 hrs.</p> <p>2 hrs.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>Research tasks on conflicts happened due to the identity crisis.</li> <li>Group discussion on the role of identity in society.</li> </ul> <p><b>Connection to TOK: -</b></p> <p>Does the existence of the deep web influence our view on whether some knowledge should remain secret or largely inaccessible?</p>	<p><a href="https://tech.co/news/artificial-intelligence-personalities-2015-08#:~:text=Here%27s%20my%20take%20on%20it%20all.%20If%20we%27re,this%20test%20robots%20definitively%20do%20have%20a%20personality.">https://tech.co/news/artificial-intelligence-personalities-2015-08#:~:text=Here%27s%20my%20take%20on%20it%20all.%20If%20we%27re,this%20test%20robots%20definitively%20do%20have%20a%20personality.</a></p> <p><a href="https://www.youtube.com/watch?v=8PYX5sQXGxc">https://www.youtube.com/watch?v=8PYX5sQXGxc</a></p>
<b>September</b>	<b>2.4 power</b>	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>Power is a feature of all social relations that involves a person's or group's capacity to influence or control the actions of others.</li> <li>Power is structural and embedded within institutions, organizations, and governments.</li> <li>Power is not equally distributed.</li> </ul> <p><b>HL content</b></p> <ul style="list-style-type: none"> <li>HL students extend an inquiry to consider an HL topic and area of interest.</li> <li>An HL workshop might also focus on crafting responses to big questions such as those encountered on HL paper 1.</li> </ul>	<p>3 hrs.</p> <p>2 hrs.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>Group Discussion in the role of Power in society.</li> <li>Group Project on Various models of Power in institutions, organizations, and governments.</li> </ul> <p><b>Summative Assessment: -</b></p> <ul style="list-style-type: none"> <li>Exam Paper practice (Paper 1)</li> </ul> <p><b>Connection to CAS: -</b></p> <p>Use digital technologies to empower students about school issues through digital surveys.</p>	<p><a href="https://www.internetsociety.org/wp-content/uploads/2017/11/Understanding-your-Online-Identity-An-Overview-of-Identity.pdf">https://www.internetsociety.org/wp-content/uploads/2017/11/Understanding-your-Online-Identity-An-Overview-of-Identity.pdf</a></p> <p><a href="https://www.bbvaopenmind.com/en/articles/inequality-in-the-digital-era/">https://www.bbvaopenmind.com/en/articles/inequality-in-the-digital-era/</a></p>

<p><b>October</b></p>	<p><b>2.5 Space</b></p>	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>• Humans organize, construct, and represent space based on physical, geographic, cultural and/or social features (for example, into locations, regions, borders, zones).</li> <li>• Different spaces often serve distinct functions for people and communities.</li> <li>• Access, movement, and flows are significant considerations involving space.</li> <li>• Space can be understood using multiple scales and dimensions, including local, regional, national, and global as well as virtual.</li> </ul> <p><b>HL content:</b></p> <p>HL students prepare for HL paper 3 based on their extended inquiries.</p> <p><b>ATL Skill</b></p> <ul style="list-style-type: none"> <li>• <b>Thinking Skill</b></li> <li>• <b>Research Skill</b></li> </ul>	<p>3 hrs.</p> <p>2 hrs.</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Group Discussion on Online space and physical space.</li> <li>• PPT on real and virtual spaces you live in based on new considerations and ideas.</li> <li>• Investigate the positive and negative virtual spaces and submit a report.</li> </ul> <p><b>Summative Assessment: -</b></p> <ul style="list-style-type: none"> <li>• Preparing for assessment: Revising the inquiry project based on feedback</li> <li>• Preparing for assessment: Mock examinations</li> <li>• <b>HL preparing for assessment: Paper 3</b></li> </ul>	<p><a href="https://www.bbvaopenmind.com/en/articles/inequality-in-the-digital-era/">https://www.bbvaopenmind.com/en/articles/inequality-in-the-digital-era/</a></p> <p><a href="https://www.academia.edu/6698510/2/DIGITAL_PUBLIC_SPACE_FOR_A_DIGITAL_SOCIETY_A_REVIEW_OF_PUBLIC_SPACES_IN_THE_DIGITAL_AGE">https://www.academia.edu/6698510/2/DIGITAL_PUBLIC_SPACE_FOR_A_DIGITAL_SOCIETY_A_REVIEW_OF_PUBLIC_SPACES_IN_THE_DIGITAL_AGE</a></p> <p><a href="https://www.apc.org/en/blog/inside-digital-society-digital-geopolitics">https://www.apc.org/en/blog/inside-digital-society-digital-geopolitics</a></p>
<p><b>November</b></p>	<p><b>2.6 Systems</b></p>	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>• Systems provide one way to think about structure and order in human, natural and built environments.</li> <li>• Systems involve sets of interacting, interdependent and/or interconnected elements.</li> <li>• Changes within a system of interdependent connections may generate intended and unintended consequences.</li> <li>• Models, maps, and visualizations can help us understand connections within and between systems.</li> </ul> <p><b>HL Content- 5.3 Sustainable Development</b></p>	<p>3 hrs.</p> <p>2 hrs.</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Research task on the role of a system in society.</li> <li>• Produce a system diagram/model/map to represent various digital systems used by our school and how they interact. Address the issues with using systems in your school.</li> <li>• Research Task to explore the Weather system of your area. Explore with a real time example.</li> </ul> <p><b>Summative Assessment: -</b></p>	<p><a href="https://www.academia.edu/696559/Physical_spaces_virtual_places_and_social_worlds_A_study_of_work_in_the_virtual">https://www.academia.edu/696559/Physical_spaces_virtual_places_and_social_worlds_A_study_of_work_in_the_virtual</a></p> <p><a href="https://www.jstor.org/stable/43486378">https://www.jstor.org/stable/43486378</a></p>

		<ul style="list-style-type: none"> <li>HL students extend an inquiry to consider an area related to <b>sustainable development (e.g., climate change and action).</b></li> <li>An HL workshop might also focus on identifying and evaluating student-selected intervention.</li> </ul> <p><b>ATL Skill</b></p> <ul style="list-style-type: none"> <li>Communication Skill</li> <li>Research Skill</li> </ul>		<ul style="list-style-type: none"> <li>SL Paper 1</li> </ul> <p><b>HL Content Activity: -</b></p> <ul style="list-style-type: none"> <li>Exam Practice Questions for <b>Paper 1(Section B).</b></li> <li>Create an <b>elevator pitch</b> on how blockchain technologies can be used to reduce the impact of climate change by tracking and verifying emissions and other activities.</li> <li>Research the effectiveness of home energy monitoring app to inform homeowners about the usage of the energy and automated smart appliances which controls and automates the energy so that the least energy is used. <b>(Interventions)</b></li> </ul> <p><b>Connection to CAS: -</b> Volunteer to run and maintain some digital technologies that are used by the school and students.</p> <p><b>Connection to TOK: -</b> To what extent are technologies, such as the microscope and telescope, merely extensions to the human senses, or do they introduce radically new ways of seeing the world?</p>	
November	2.7 Values and Ethics	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>Values and ethics are ways to determine possible distinctions between right and wrong, fair, and unfair, just, and unjust, legal, and illegal, proper, and improper.</li> </ul>	3 hrs.  2 hrs.	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>.PPT on Digital Citizenship, Digital and Online etiquette</li> <li>Explore <b>Markkula center for Applied ethics App</b> and</li> </ul>	<p><a href="https://www.scu.edu/ethics/">https://www.scu.edu/ethics/</a></p> <p><a href="https://www.kaspersky.com/resource-center/definitions/what-is-a-digital-footprint">https://www.kaspersky.com/resource-center/definitions/what-is-a-digital-footprint</a></p>



	<b>(Mapping-3.6A AI)</b>	<ul style="list-style-type: none"> <li>• Values and ethics guide human action in the world, including individual and group conduct, and decision-making.</li> <li>• Values and ethics may be personal, shared, collective and/or professional.</li> <li>• Values and ethics are expressed through frameworks, codes, rules, policies, and laws.</li> <li>• Values and ethics influence and shape ideas, objects, practices, systems, and spaces.</li> </ul> <p><b>HL content- 5.2 Governance and Human Rights</b></p> <ul style="list-style-type: none"> <li>• HL students extend an inquiry to consider an area related to governance and human rights (e.g., participation and representation).</li> <li>• An HL workshop might also focus on making recommendations for future action.</li> </ul>		<p>examine your own ethics.</p> <ul style="list-style-type: none"> <li>• Research Task on your school's code of digital conduct for both students and staff members.</li> </ul> <p><b>Summative Assessment: -</b></p> <ul style="list-style-type: none"> <li>• Exam Practice Questions (Paper 1)</li> <li>• Exam Practice Questions <b>(Paper 1-section B)- HL Content</b></li> </ul> <p><b>Connection to CAS: -</b> Organize and conduct sessions for students and parents about dangers for students on social media and the <b>impact of their digital footprints.</b></p> <p><b>Connection to TOK: -</b> How are online or virtual communities like/different from "traditional" communities of knowers?</p>	<p><a href="https://indiaai.gov.in/ai-standards/ethics-and-human-rights">https://indiaai.gov.in/ai-standards/ethics-and-human-rights</a></p> <p><a href="http://www.tellagence.com/blog/science/differences-between-communities-and-virtual-communities">http://www.tellagence.com/blog/science/differences-between-communities-and-virtual-communities</a></p>
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Introduction to the content: - 42 Hours (10 weeks approx.) SL- 30 hrs. HL- 12 hrs. SL-8 weeks HL- 2 weeks

January 2024	<b>3.1 Data</b>	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>• Data as distinct from information, knowledge, and wisdom</li> <li>• Types of data</li> <li>• Uses of data</li> <li>• Data life cycle</li> </ul>	5 hrs.	<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>• Student Teaching Activity on Types of Data, Representation of Data, Data Security</li> <li>• Group discussion on Data bias, anonymity, and surveillance</li> </ul>	<p><b>Data life cycle</b></p> <p><a href="https://www.dataworks.ie/5-stages-in-the-data-management-lifecycle-process/">https://www.dataworks.ie/5-stages-in-the-data-management-lifecycle-process/</a></p> <p><b>Data Security</b></p>
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		<ul style="list-style-type: none"> <li>• Ways to collect and organize data</li> <li>• Ways of representing data</li> <li>• Data security</li> <li>• Characteristics and uses of big data and data analytics</li> <li>• Data dilemmas</li> </ul> <p><b>HL content</b></p> <p><b>5.3A Climate change and action</b></p> <ul style="list-style-type: none"> <li>• HL students extend an inquiry to consider an area related to climate change and action.</li> <li>• An HL workshop might also focus on making recommendations for future action.</li> </ul> <p><b>ATL Skills: -</b></p> <ul style="list-style-type: none"> <li>• <b>Thinking skill</b></li> <li>• <b>Research skill</b></li> </ul>	2 hrs.	<ul style="list-style-type: none"> <li>• Poster making competition on how to be safe online.</li> </ul> <p><b>Summative Assessment: -</b></p> <ul style="list-style-type: none"> <li>• Exam practice questions (Paper 1)</li> <li>• Practice paper 1 (<b>section B</b>)</li> <li>• Practice paper 2</li> <li>• Mini IA</li> </ul> <p><b>HL Inquiry:</b> Research and evaluate one intervention for climate change that uses big data. Make a recommendation for steps for future action. Present your work in the form of a written report.</p> <p><b>Connection to CAS: -</b> Promote screen time awareness among the school community. Share your findings through infographics. Include suitable charts, images, and texts to describe the screen time habits.</p> <p><b>Connection to TOK: -</b> What is the difference between “data,” “information” and “knowledge”?</p>	<p><a href="https://www.microfocus.com/en-us/what-is/data-security">https://www.microfocus.com/en-us/what-is/data-security</a></p> <p><b>Www</b></p> <p><a href="https://www.techtarget.com/whatis/definition/World-Wide-Web">https://www.techtarget.com/whatis/definition/World-Wide-Web</a></p> <p><b>Big Data</b></p> <p><a href="https://www.oracle.com/big-data/what-is-big-data/">https://www.oracle.com/big-data/what-is-big-data/</a></p>
February	3.2 Algorithm	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of an algorithm</li> <li>• Components of an algorithm</li> <li>• Ways of representing algorithms</li> <li>• Uses of algorithms</li> <li>• Algorithmic dilemmas</li> </ul> <p><b>HL content</b></p> <p><b>5.1 Global Wee-being</b></p>	5hrs	<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>• <b>Game design</b> activities based on simple algorithms.</li> <li>• Create <b>flowcharts</b> for a specific problem statement.</li> <li>• Use <b>spreadsheets</b> to work on different functions (sort, filter, count etc.) on weather data.</li> </ul>	<p><b>Algorithm</b></p> <p><a href="https://www.khanacademy.org/computing/computer-science/algorithms">https://www.khanacademy.org/computing/computer-science/algorithms</a></p> <p><b>Dilemmas</b></p> <p><a href="https://thelondonstory.org/2021/05/17/algorithmic-">https://thelondonstory.org/2021/05/17/algorithmic-</a></p>

		<p><b>5.2 Governance and Human Rights</b></p> <ul style="list-style-type: none"> <li>HL students extend an inquiry to consider an area related to 5.1 and 5.2</li> <li>An HL workshop might also focus on making recommendations for future action.</li> <li>Students will identify and evaluate an intervention.</li> </ul> <p><b>ATL SKILLS</b></p> <ul style="list-style-type: none"> <li>Thinking skill</li> <li>Research skill</li> </ul> <p><b>LPA</b></p> <ul style="list-style-type: none"> <li>Inquirer</li> </ul>	<p>2 hrs.</p>	<ul style="list-style-type: none"> <li>Research task to identify most popular databases and work on prioritization and association algorithms on the database.</li> </ul> <p><b>Summative Task: -</b></p> <ul style="list-style-type: none"> <li>Practice paper 1(core)</li> <li>Practice <b>paper 1 (section B)</b></li> <li><b>Inquiry Questions</b></li> <li><b>Inquiry Focus-HL Topic</b></li> </ul> <p><b>Connection to CAS: -</b></p> <ul style="list-style-type: none"> <li>Use any suitable digital media to create CAS documents. Discuss with the CAS coordinator to implement the same for the class.</li> </ul> <p><b>Connection to TOK: -</b></p> <ul style="list-style-type: none"> <li>Can the use of algorithms predict behavioral trails ever be free from human bias.</li> </ul>	<p><a href="#">dilemma/</a></p> <p><b>Black Box Algorithm</b>  <a href="https://www.arimetrics.com/en/digital-glossary/black-box-algorithm#:~:text=A%20black%20box%20algorithm%20is,data%20leaks%20and%20unfair%20competition">https://www.arimetrics.com/en/digital-glossary/black-box-algorithm#:~:text=A%20black%20box%20algorithm%20is,data%20leaks%20and%20unfair%20competition</a></p> <p><b>Uses of algorithm</b>  <a href="https://study.com/learn/lesson/algorithm-methods-uses-examples-what-is-an-algorithm.html">https://study.com/learn/lesson/algorithm-methods-uses-examples-what-is-an-algorithm.html</a></p>
<p>February</p>	<p><b>3.3 Computers</b></p>	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>Types of computers</li> <li>Components of a computer</li> <li>Uses and forms of computer coding</li> <li>Evolution of computing</li> </ul> <p><b>HL content</b></p> <p><b>5.3B Responsible use of resources</b></p> <ul style="list-style-type: none"> <li>HL students extend an inquiry to consider an area related to 5.3B.</li> <li>An HL workshop might also focus on claims and perspectives.</li> <li>Students will identify and evaluate a challenge and work on the intervention.</li> </ul>	<p>4 hrs.</p> <p>2 hrs.</p>	<p>Formative Tasks:</p> <ul style="list-style-type: none"> <li>Research Task on Computer Evolution.</li> <li>Analysis of real-world examples</li> <li>Create a spreadsheet to analyze the application software.</li> <li>Create PPT to show machine language and assembly language.</li> <li>Oral presentation to a group of students about MOORE's Law. Present your findings through video and take feedback from</li> </ul>	<p><b>Evolution of computer</b>  <a href="https://computerstudypoint.com/evolution-of-computer/#:~:text=First%20Generation%20Computer%20">https://computerstudypoint.com/evolution-of-computer/#:~:text=First%20Generation%20Computer%20</a></p> <p><b>Quantum computing</b>  <a href="https://en.wikipedia.org/wiki/Quantum_computing">https://en.wikipedia.org/wiki/Quantum_computing</a></p> <p><b>Malicious software</b>  <a href="https://www.techtarget.com/searchsecurity/definition/malware#:~:text=Malware%2C%20or%20malicious%20softw">https://www.techtarget.com/searchsecurity/definition/malware#:~:text=Malware%2C%20or%20malicious%20softw</a></p>

		<p><b>LPA —</b></p> <ul style="list-style-type: none"> <li>• Reflective</li> </ul> <p><b>ATL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Thinking</li> </ul>		<p>the friends.</p> <p><b>Summative Task: -</b></p> <ul style="list-style-type: none"> <li>• Paper 1(core)</li> <li>• Paper 1(section B)</li> <li>• Paper 2</li> <li>• <b>HL Inquiry Focus:</b> <b>Investigation into the uses of quantum computing.</b></li> </ul> <p><b>Connection to CAS: -</b> Run a Coding Club *</p> <p><b>Connection to TOK: -</b> How have the developments in computing helped people process data and information to gain knowledge?</p>	<p><a href="#">are%2C%20is,Trojan%20hor ses%2C%20ransomware%20 and%20spyware.</a></p> <p><b>Types of computers</b> <a href="https://www.tutorialspoint.com/basics_of_computer_science/basics_of_computer_science_types.htm">https://www.tutorialspoint.com/basics_of_computer_science/basics_of_computer_science_types.htm</a></p>
March 2024	3.4 Networks	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>• Types of computing networks</li> <li>• Components of computing networks</li> <li>• Characteristics of computing networks</li> <li>• Computing network providers and services</li> <li>• The world wide web</li> <li>• Evolution of the internet and the web</li> <li>• Internet dilemmas</li> </ul> <p><b>HL content</b></p> <p><b>5.1A Local and Global Inequalities</b></p> <ul style="list-style-type: none"> <li>• HL students extend an inquiry to consider an area related to 5.1A</li> <li>• An HL workshop might also focus on claims and perspectives.</li> <li>• Students will identify and evaluate a challenge and work on the intervention.</li> </ul> <p><b>LPA —</b></p>	<p>4 hrs.</p> <p>2 hrs.</p>	<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>• Video making task on the history of WWW.</li> <li>• PPT on the use of each type of network (client-server, P2P) in your personal life</li> <li>• Drawing program to create a diagram of your home network using various annotations. Use network diagrams to correctly interpret by the peers.</li> <li>• Create infographics that include an explanation of the difference between lossy and lossless compression and how a compression algorithm works.</li> <li>• Prepare a debate on net neutrality.</li> </ul> <p><b>Summative Task: -</b></p>	<p><b>Identity theft: -</b> <a href="https://www.investopedia.com/terms/i/identitytheft.asp">https://www.investopedia.com/terms/i/identitytheft.asp</a></p> <p><b>Internet Dilemma</b> <a href="https://www.youtube.com/watch?v=sqvvabeNxIE">https://www.youtube.com/watch?v=sqvvabeNxIE</a></p> <p><b>Expansion of the web</b> <a href="https://in.video.search.yahoo.com/search/video;_ylt=AwrPpRWUP0ZkOI8WYly7HAX.;_ylu=Y29sbwNzZzMtEcG9zAzEEdnRpZAMEc2VjA3BpdnM-?p=the+expansion+of+the+web&amp;fr2=piv-web&amp;type=E211IN714G0&amp;fr=mcafee#id=3&amp;vid=bd4e0acc24a07f3df34263ef51634965&amp;action=view">https://in.video.search.yahoo.com/search/video;_ylt=AwrPpRWUP0ZkOI8WYly7HAX.;_ylu=Y29sbwNzZzMtEcG9zAzEEdnRpZAMEc2VjA3BpdnM-?p=the+expansion+of+the+web&amp;fr2=piv-web&amp;type=E211IN714G0&amp;fr=mcafee#id=3&amp;vid=bd4e0acc24a07f3df34263ef51634965&amp;action=view</a></p> <p><b>Network service providers</b> <a href="https://www.techtarget.com/search/networking/definition/network-">https://www.techtarget.com/search/networking/definition/network-</a></p>

		<ul style="list-style-type: none"> <li>Principled</li> </ul> <p><b>ATL SKILLS</b></p> <ul style="list-style-type: none"> <li>Research</li> <li>Thinking</li> </ul>		<ul style="list-style-type: none"> <li>Paper 1</li> <li>Inquiry Focus (3.1i,3.6D)</li> <li>Make <b>Intervention</b> to a digital Human Podcast from 21st June 2021 for the <b>challenge</b> topic “During the second wave of COVID-2019 in India, the country faced a huge challenge where there was no efficient way to match up available oxygen tanks with patients.”. Make a <b>recommendation</b> for steps for future action. Make a written report.</li> </ul> <p><b>Connection to TOK: -</b> What role have networks had in exacerbating unequal access to knowledge?</p>	<p><a href="#">service-provider</a></p>
	<p><b>3.5 Digital Media</b></p>	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>Types of digital media</li> <li>Characteristics of digital media</li> <li>Immersive digital media</li> <li>Digital media dilemmas</li> </ul> <p><b>HL content</b></p> <p><b>5.2A Conflict, peace, and digital Media</b></p> <p><b>5.1C The future of work</b></p> <ul style="list-style-type: none"> <li>HL students extend an inquiry to consider an area related to 5.2A</li> <li>An HL workshop might also focus on claims and perspectives.</li> <li>Students will identify and evaluate a challenge and work on the intervention.</li> </ul> <p><b>ATL Skills</b></p> <ul style="list-style-type: none"> <li>Thinking</li> </ul>	<p>4 hrs.</p> <p>2 Hrs.</p>	<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>Student Teaching Activity on Types of Data, Representation of Data, Data Security.</li> <li>Reflect on how digital media has influenced your day.</li> <li>Make a personal connection and find your favorite meme. Find the genre and create a report.</li> <li>Make a short deep fake video.</li> <li>PPT on immersive digital Media</li> </ul> <p><b>Summative Tasks: -</b></p> <ul style="list-style-type: none"> <li>Practice Paper 1(core)</li> <li>Paper 1 (<b>section B</b>)</li> <li>Practice Paper 2</li> <li>Mini Inquiry Project</li> </ul>	<p><b>Digital Media</b></p> <p><a href="https://www.youtube.com/watch?v=ehMRdionquY">https://www.youtube.com/watch?v=ehMRdionquY</a></p> <p><b>Content filtering</b></p> <p><a href="https://www.fortinet.com/resources/cyberglossary/content-filtering#:~:text=Content%20filtering%20is%20a%20process,used%20by%20home%20computer%20users.">https://www.fortinet.com/resources/cyberglossary/content-filtering#:~:text=Content%20filtering%20is%20a%20process,used%20by%20home%20computer%20users.</a></p> <p><b>Digital Media Dilemmas</b></p> <p><a href="https://www.bi.edu/research/business-review/articles/2020/07/ethical-dilemmas-of-social-media--and-how-to-navigate-them/">https://www.bi.edu/research/business-review/articles/2020/07/ethical-dilemmas-of-social-media--and-how-to-navigate-them/</a></p> <p><b>Deep Fake: -</b></p>

		<ul style="list-style-type: none"> <li>• <b>Self-management</b></li> </ul> <p><b>LPA: -</b></p> <p><b>Open-Minded</b> (Be open to the perspectives, traditions, values of others while researching and discussing about content filtering)</p>		<ul style="list-style-type: none"> <li>• <b>HL extended Inquiry</b></li> </ul> <p><b>Connection to TOK: -</b> How does the choice of digital Media change the way that knowledge is produced, shared, and understood?</p> <p><b>Connection to CAS: -</b> Create an awareness poster/campaign for students new to the IB about copyright and compliance with academic honesty.</p>	<a href="https://en.wikipedia.org/wiki/Deepfake">https://en.wikipedia.org/wiki/Deepfake</a>
<p><b>April 2024</b></p>	<p><b>3.6</b> <b>Artificial Intelligence</b></p>	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>• Types of AI</li> <li>• Types and uses of machine learning</li> <li>• Uses of artificial neural networks</li> <li>• Evolution of AI</li> <li>• AI dilemmas</li> </ul> <p><b>HL content</b></p> <p><b>5.1C The future of work</b></p> <ul style="list-style-type: none"> <li>• HL students extend an inquiry to consider an area related to 5.1C</li> <li>• An HL workshop might also focus on claims and perspectives.</li> <li>• Students will identify and evaluate a challenge and work on the intervention.</li> </ul> <p><b>ATL Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Thinking</b></li> <li>• <b>Research</b></li> </ul> <p><b>LPA: -</b> <b>Inquirer</b></p>	<p>4 hrs.</p> <p>2 hrs.</p>	<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>• Research task on Evolution of Artificial Intelligence.</li> <li>• Group Discussion on Accountability and Transparency in Designing Artificial Intelligence.</li> <li>• Research on AI legislation</li> <li>• Debate on transparency of AI algorithms</li> <li>• PPT ON neural Network</li> <li>• Real life example for each type of machine learning and write a report to include an explanation and a discussion with the peers and teacher.</li> </ul> <p><b>Summative Tasks: -</b></p> <ul style="list-style-type: none"> <li>• Paper 1 (core)</li> <li>• <b>Paper 2</b></li> <li>• Inquiry Focus</li> <li>• <b>Challenge and intervention on a topic related to the HL content.</b></li> </ul>	<p><b>Digital Media</b> <a href="https://www.copyright.com/kb/content-marketing/digital-media-definition-and-examples/">https://www.copyright.com/kb/content-marketing/digital-media-definition-and-examples/</a> <a href="https://thecdm.ca/program/digital-media">https://thecdm.ca/program/digital-media</a></p> <p><b>Social Dilemma</b> <a href="https://en.wikipedia.org/wiki/The_Social_Dilemma">https://en.wikipedia.org/wiki/The_Social_Dilemma</a> <a href="https://www.youtube.com/watch?v=uaaC57tcci0">https://www.youtube.com/watch?v=uaaC57tcci0</a></p> <p><b>Evolution of AI</b> <a href="https://www.analyticsinsight.net/the-evolution-of-artificial-intelligence-past-present-future/">https://www.analyticsinsight.net/the-evolution-of-artificial-intelligence-past-present-future/</a></p> <p><b>Neural Network: -</b> <a href="https://in.video.search.yahoo.com/search/video;_ylt=AwrxeJXTEZkAX0XM5W7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3BpdnM-?p=neural+network&amp;fr2=piv-web&amp;type=E211IN714G0&amp;fr=mcafe">https://in.video.search.yahoo.com/search/video;_ylt=AwrxeJXTEZkAX0XM5W7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3BpdnM-?p=neural+network&amp;fr2=piv-web&amp;type=E211IN714G0&amp;fr=mcafe</a></p>

				<p><b>Connection to CAS: -</b> Teach yourself more about AI opting for an online course. Work through the required activities and document the journey for CAS.</p> <p><b>Connection to TOK: -</b> What do the developments in AI mean for knowledge?</p>	<p><a href="https://www.youtube.com/watch?v=gnVMJ0VCmX0">e#id=2&amp;vid=281ff22245784f5b202bb72b57af22f5&amp;action=view</a></p> <p><b>Book: -</b> <b>Digital Dilemmas</b> Exploring Social Media Ethics in Organizations By Øyvind Kvalnes</p> <p>Types of AI <a href="https://robots.ieee.org/learn/types-of-robots/">https://robots.ieee.org/learn/types-of-robots/</a> <a href="https://www.youtube.com/watch?v=gnVMJ0VCmX0">https://www.youtube.com/watch?v=gnVMJ0VCmX0</a></p>
April 2024	<b>3.7 Robots and Autonomous Technologies</b>	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>Types of robots and autonomous technologies</li> <li>Characteristics of robots and autonomous technologies</li> <li>Evolution of robots and autonomous technologies</li> <li>Robots and autonomous technology dilemmas</li> </ul> <p><b>HL content</b> <b>5.1B Changing population</b></p> <ul style="list-style-type: none"> <li>HL students extend an inquiry to consider an area related to 5.1B</li> <li>An HL workshop might also focus on claims and perspectives.</li> <li>Students will identify and evaluate a challenge and work on the intervention.</li> </ul> <p><b>ATL Skills</b></p> <ul style="list-style-type: none"> <li>Thinking</li> <li>Research</li> </ul> <p><b>LPA: -</b> <b>Principled</b></p>	4 hrs.          2 hrs.	<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>Research the use of robots in a context of your choice.</li> <li>Research Task on Complexity of human and environmental interactions.</li> <li>PPT on types of robots</li> <li>Research the growth of IoT in different markets.</li> <li>Hold a discussion on the issue and questions regarding robot rights.</li> <li>Survey to investigate the uncanny valley.</li> </ul> <p><b>Summative Tasks: -</b></p> <ul style="list-style-type: none"> <li>Practice Paper 1(Core)</li> <li>Practice Paper 2(section A)</li> <li>Inquiry Focus</li> <li><b>Challenge and intervention</b> to the topic “challenge of an aging population” and <b>evaluate</b> the use of social robots as one intervention to the challenge.</li> </ul>	<p><b>Dilemmas: -</b> <a href="https://scholar.google.co.in/scholar?q=Robots+and+autonomous+tech+dilemmas&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholar">https://scholar.google.co.in/scholar?q=Robots+and+autonomous+tech+dilemmas&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholar</a></p> <p><b>Evolution of robots: -</b> <a href="https://ieeexplore.ieee.org/abstract/document/4141037/">https://ieeexplore.ieee.org/abstract/document/4141037/</a></p> <p><b>Types of robots: -</b> <a href="https://www.intel.in/content/www/in/en/robotics/types-and-applications.html#:~:text=The%20six%20most%20common%20types,enhance%20experiences%20across%20many%20industries.">https://www.intel.in/content/www/in/en/robotics/types-and-applications.html#:~:text=The%20six%20most%20common%20types,enhance%20experiences%20across%20many%20industries.</a></p> <p><b>Uncanny valley</b> <a href="https://www.techtarget.com/whatis/definition/uncanny-valley#:~:text=The%20uncanny%20valley%20is%20a,are%20not%20quite%20convincingly%20realistic.">https://www.techtarget.com/whatis/definition/uncanny-valley#:~:text=The%20uncanny%20valley%20is%20a,are%20not%20quite%20convincingly%20realistic.</a></p> <p><b>Robot-Human Interaction</b> <a href="https://scholar.google.co.in/scholar">https://scholar.google.co.in/scholar</a></p>

				<p>Make <b>recommendations</b> for steps in future action.</p> <p><b>Connection to CAS: -</b> Take charge of Robotics class happening in the school. Keep track of records of students' activities, curriculum and take one session in a month.</p> <p><b>Connection to TOK: -</b> How can a robot be programmed when two ethical principles contradict each other?</p>	<a href="https://scholar.google.com/scholar?q=robots+and+human+interaction&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholart">r?q=robots+and+human+interaction&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholart</a>
May/June	May-Revision/Exams, June- Summer Break				
<b>Contents- 28 Hours (6 Weeks) SL-4 weeks HL-2 weeks SL-16 hrs. HL- 12 hrs.</b>					
<b>Year 2</b> <b>July</b> <b>2024</b>	<b>4.1</b> <b>Cultural</b>	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>• Arts, entertainment, and popular culture</li> <li>• Home, leisure, and tourism</li> <li>• Heritage, customs, and celebrations</li> <li>• Subcultures</li> </ul> <p><b>HL content</b></p> <ul style="list-style-type: none"> <li>• Students extend an inquiry to consider an HL topic and area of interest.</li> <li>• A workshop might also focus on crafting responses to big questions such as those encountered on HL paper 1.</li> </ul> <p><b>ATL Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b></li> <li>• <b>Research</b></li> <li>• <b>Thinking</b></li> </ul> <p><b>LPA: -</b> <b>communicators</b></p>	<p>3 hrs.</p> <p>2 hrs.</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Research Task on Various cultures.</li> <li>• Write a journal on “pepe the frog” internet meme.</li> <li>• PPT on IoT security tips</li> <li>• Create a spreadsheet on types and example of VR/AR</li> <li>• Research work on “technologies used by dark web”</li> </ul> <p><b>Summative Assessments: -</b></p> <ul style="list-style-type: none"> <li>• <b>Practice Paper 1</b></li> <li>• <b>Practice Paper 2</b></li> <li>• <b>Inquiry Focus</b></li> </ul> <p><b>Connection to CAS: -</b> Set up a sports tournament at school. Write a proposal and obtain approval</p>	<ul style="list-style-type: none"> <li>• <a href="https://www.chitkara.edu.in/blogs/the-significant-role-of-art-in-shaping-our-society/#:~:text=Artists%20provide%20creative%2C%20intellectual%20and,happier%20place%20to%20live%20in.">https://www.chitkara.edu.in/blogs/the-significant-role-of-art-in-shaping-our-society/#:~:text=Artists%20provide%20creative%2C%20intellectual%20and,happier%20place%20to%20live%20in.</a></li> <li>• <a href="https://globaledge.msu.edu/blog/post/55748/the-importance-of-tourism-on-economies-a">https://globaledge.msu.edu/blog/post/55748/the-importance-of-tourism-on-economies-a</a></li> <li>• <a href="https://hbr.org/2016/07/case-study-should-you-adjust-your-business-model-for-a-major-customer">https://hbr.org/2016/07/case-study-should-you-adjust-your-business-model-for-a-major-customer</a></li> </ul>



				<p>from your school. Include details required. Or, organize a cultural event in your school.</p> <p><b>Connection to TOK: -</b>  <b>“How do cultural values and identities shape our approaches to learning, knowledge and value?”</b></p> <p><b>“What cultural conflicts can arise as digital tools create global communities?”</b></p>	
August 2024	4.2 Economic	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>• Business</li> <li>• Employment and labor</li> <li>• Goods, services, and currencies</li> <li>• Globalization</li> </ul> <p><b>HL content</b></p> <ul style="list-style-type: none"> <li>• Students extend an inquiry to consider an area related to <b>global well-being (e.g., the future of work)</b>.</li> </ul> <p><b>ATL Skills: -</b></p> <ul style="list-style-type: none"> <li>• <b>Thinking</b></li> <li>• <b>Research</b></li> </ul>	<p>2 hrs.</p> <p>2 hrs.</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student Presentations on Various Business Models.</li> <li>• Research journal on “the impacts of customers' sales tracking tools. Possible examples include loyalty programs.”</li> <li>• Research and present the technologies that employees would need to be able to access company servers, and to be able to attend company meetings and to handle customers remotely.</li> </ul> <p><b>Summative Assessments: -</b></p> <ul style="list-style-type: none"> <li>• Inquiry Focus Questions</li> <li>• Practice Paper 1(core)</li> <li>• Practice Paper 2</li> </ul> <p><b>Connection to CAS: -</b> Get involved in the school’s organic farming community. See how they are using technology and look for ways to optimize or improve their digital</p>	<p>offshoring, outsourcing.</p> <p><a href="https://scholar.google.co.in/scholar?q=offshoring,outsourcing,reshoring,inshoring+and+insourcing&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholar">https://scholar.google.co.in/scholar?q=offshoring,outsourcing,reshoring,inshoring+and+insourcing&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholar</a></p> <p><b>Globalization</b></p> <p><a href="https://en.wikipedia.org/wiki/Borderless_selling">https://en.wikipedia.org/wiki/Borderless_selling</a></p> <p><b>Cryptocurrency</b></p> <p><a href="https://en.wikipedia.org/wiki/Cryptocurrency">https://en.wikipedia.org/wiki/Cryptocurrency</a></p>

				platform.	
August 2024	4.3 Environmental	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>Natural resources and ecosystems</li> <li>Pollution and waste</li> <li>Cities, infrastructures and built environments</li> <li>Agriculture</li> </ul> <p><b>HL content</b></p> <ul style="list-style-type: none"> <li>Students extend an inquiry to consider an area related to <b>5.3 sustainable development (e.g., 5.3A climate change and action)</b>.</li> <li>An HL workshop might also focus on identifying and evaluating a student-selected intervention.</li> </ul> <p><b>ATL Skills: -</b></p> <ul style="list-style-type: none"> <li><b>Research</b></li> <li><b>communication</b></li> </ul>	2 hrs.          2 hrs.	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Research task on the Ecosystem - Impact of global warming on Ecosystems</li> <li>Research journal on cobalt mining in the DRC</li> <li>PPT on drawbacks and concepts of e-waste cycling.</li> <li>E-waste flyer making</li> <li>Video making on gamification</li> </ul> <p><b>Summative Assessments: -</b></p> <ul style="list-style-type: none"> <li>Inquiry questions (topic based)</li> <li>Practice paper 1</li> <li>Practice paper 2(section B)</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.wallstreetmojo.com/business-ecosystem/">https://www.wallstreetmojo.com/business-ecosystem/</a></li> <li><a href="https://www.undp.org/coronavirus/socio-economic-impact-covid-19?utm_source=EN&amp;utm_medium=GSR&amp;utm_content=US_UNDP_PaidSearch_Brand_English&amp;utm_campaign=CENTRAL&amp;c_src=CENTRAL&amp;c_src2=GSR">https://www.undp.org/coronavirus/socio-economic-impact-covid-19?utm_source=EN&amp;utm_medium=GSR&amp;utm_content=US_UNDP_PaidSearch_Brand_English&amp;utm_campaign=CENTRAL&amp;c_src=CENTRAL&amp;c_src2=GSR</a></li> <li><a href="https://habitatbroward.org/blog/benefits-of-education/#:~:text=It%20helps%20people%20become%20better,rights%2C%20laws%2C%20and%20regulations.">https://habitatbroward.org/blog/benefits-of-education/#:~:text=It%20helps%20people%20become%20better,rights%2C%20laws%2C%20and%20regulations.</a></li> </ul>
September 2024	4.4 Health	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>Medicine and health</li> <li>The human body</li> <li>Mental health</li> </ul> <p><b>HL content</b></p> <p><b>5.2C Diversity and Discriminations</b></p> <ul style="list-style-type: none"> <li>Students conduct an extended inquiry based on the pre-release statement for HL paper 3.</li> </ul>	3 hrs.          2 hrs.	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Group Discussion on Role of Mental Health to live in a Healthy Society</li> <li>Research Task on fighting global diseases.</li> <li>Visual Presentation that explains step-by-step manner how a doctor working in a rural clinic can access electronic medical records stored centrally at the city hospital.</li> <li>Research Task on assistive digital technologies.</li> </ul> <p><b>Summative Assessments: -</b></p> <ul style="list-style-type: none"> <li>Paper 1 (core)</li> </ul>	<p><b>Mental health</b></p> <p><a href="https://www.samhsa.gov/mental-health">https://www.samhsa.gov/mental-health</a></p> <p><b>Assistive Digital Technology</b></p> <p><a href="https://www.understood.org/en/articles/assistive-technology-what-it-is-and-how-it-works">https://www.understood.org/en/articles/assistive-technology-what-it-is-and-how-it-works</a></p> <p><b>Virtual reality for PTSD</b></p> <p><a href="https://in.video.search.yahoo.com/search/video; ylt=AwrPrD23aEdkAWgDCxK7HAX.; ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3Bp dnM-?p=virtual+reality+for+PTSD+treatment&amp;fr2=piv-web&amp;type=E211IN714G0&amp;fr=mcafe">https://in.video.search.yahoo.com/search/video; ylt=AwrPrD23aEdkAWgDCxK7HAX.; ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3Bp dnM-?p=virtual+reality+for+PTSD+treatment&amp;fr2=piv-web&amp;type=E211IN714G0&amp;fr=mcafe</a></p>

				<ul style="list-style-type: none"> <li>Paper 1(section B)</li> <li>Challenge and intervention Topic</li> <li>Mock examination</li> <li>Inquiry Project completion</li> </ul> <p><b>Connection to TOK: -</b></p> <ul style="list-style-type: none"> <li>Collect data from a local hospital about senior citizens and see how they are integrating digital technologies into their practices.</li> </ul> <p><b>Connection to TOK: -</b></p> <p>“At what point do humans augment themselves to the point that they are no longer considered a human? What are the ethical considerations that must be considered when 3D printing living cells/tissues?”</p>	<p><a href="https://www.youtube.com/watch?v=2ade2d8dcc319c7169269187366ac238&amp;action=view">e#id=1&amp;vid=2ade2d8dcc319c7169269187366ac238&amp;action=view</a></p> <p><b>Organ Printing</b></p> <p><a href="https://in.video.search.yahoo.com/search/video; ylt=Awrx_afkaEdka4CGjS7HAX.; ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2ViA3BpdnM-?p=ORGAN+PRINTING&amp;fr2=piv-web&amp;type=E211IN714G0&amp;fr=mcafee#id=1&amp;vid=1aeb1672cb42ff91419ef832b30ad352&amp;action=view">https://in.video.search.yahoo.com/search/video; ylt=Awrx_afkaEdka4CGjS7HAX.; ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2ViA3BpdnM-?p=ORGAN+PRINTING&amp;fr2=piv-web&amp;type=E211IN714G0&amp;fr=mcafee#id=1&amp;vid=1aeb1672cb42ff91419ef832b30ad352&amp;action=view</a></p>
September 2024	4.5 Human knowledge	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>Learning and education</li> <li>Science and technology innovation</li> </ul> <p><b>HL content</b></p> <ul style="list-style-type: none"> <li>Students prepare for HL paper 3 based on their extended inquiries.</li> </ul> <p><b>ATL Skills</b></p> <ul style="list-style-type: none"> <li><b>Communication</b></li> <li><b>Thinking</b></li> </ul>	2 hrs.  1 hr.	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Group Project on How Shared Knowledge will show an impact on the world and how it is directed through personal knowledge.</li> <li>Reflection on the topic</li> <li>Research Task on advantages and disadvantages of remote learning for students</li> </ul> <p><b>Summative Assessments: -</b></p> <ul style="list-style-type: none"> <li>Practice Paper1</li> <li>Paper 2</li> <li>Inquiry Focus</li> </ul> <p><b>Connection to TOK: -</b></p> <ul style="list-style-type: none"> <li>Who should own the knowledge that was created using taxpayer’s money and</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://habitatbroward.org/blog/benefits-of-education/#:~:text=It%20helps%20people%20become%20better.rights%2C%20laws%2C%20and%20regulations.">https://habitatbroward.org/blog/benefits-of-education/#:~:text=It%20helps%20people%20become%20better.rights%2C%20laws%2C%20and%20regulations.</a></li> <li><a href="https://www.kcl.ac.uk/study-legacy/assets/pdf/offer-holders/undergraduate/law/ppl-comparing-political-systems.pdf">https://www.kcl.ac.uk/study-legacy/assets/pdf/offer-holders/undergraduate/law/ppl-comparing-political-systems.pdf</a></li> </ul>

				community resources.	
October 2024	4.6 Political	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>• Political processes</li> <li>• Governing bodies</li> <li>• Conflicts and war</li> <li>• Laws, regulations, and policies</li> </ul> <p><b>HL content</b></p> <ul style="list-style-type: none"> <li>• inquiry to consider an area related to <b>5.2 governance and human rights</b></li> <li>• A workshop might also focus on making recommendations for future action</li> </ul> <p><b>ATL Skills: -</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b></li> <li>• <b>Research</b></li> </ul>	2 hrs.	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Group Project in Political Systems of Various Countries, major differences in Laws, Regulations and Policies</li> <li>• Create an ocean model for your personality traits.</li> <li>• Explore govt information websites</li> <li>• Visual presentation on ransomware and terrorism.</li> <li>• Short video on cyber crime</li> </ul> <p><b>Summative Assessments: -</b></p> <ul style="list-style-type: none"> <li>• Paper 1</li> <li>• Paper 2</li> <li>• Inquiry focus</li> <li>• HL challenge topic and intervention</li> </ul> <p><b>Connection to TOK: -</b> How can we determine the difference between propaganda, information, misinformation, and fake news?</p>	<p><b>Conflict and war</b> <a href="https://www.britannica.com/browse/Wars-Battles-Conflicts">https://www.britannica.com/browse/Wars-Battles-Conflicts</a></p> <p><b>Digital Warfare</b> <a href="https://www.techtarget.com/search/security/definition/cyberwarfare#:~:text=The%20generally%20accepted%20definition%20of,to%20the%20loss%20of%20life.">https://www.techtarget.com/search/security/definition/cyberwarfare#:~:text=The%20generally%20accepted%20definition%20of,to%20the%20loss%20of%20life.</a></p> <p><b>Ransomware</b> <a href="https://www.trendmicro.com/vinfo/us/security/definition/ransomware">https://www.trendmicro.com/vinfo/us/security/definition/ransomware</a></p> <p><b>Biometric passport</b> <a href="https://en.wikipedia.org/wiki/Biometric_passport">https://en.wikipedia.org/wiki/Biometric_passport</a></p>
November 2024	4.7 Social	<p><b>SL Content:</b></p> <ul style="list-style-type: none"> <li>• Social components of identity</li> <li>• Social class</li> <li>• Families and relationships</li> </ul> <p><b>HL content</b></p> <ul style="list-style-type: none"> <li>• Inquiry to consider an area related to <b>5.1 global well-being</b></li> </ul>	2 hrs.  1 hr.	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Group Discussion on the role of a family system in society.</li> <li>• Research on demographic segmentation has had an impact on the design, analysis, and use of survey data.</li> <li>• Research On Immersive Reader Technology.</li> <li>• Design and conduct a survey for online community your friends and family belong to</li> </ul>	<p>Predictive policing <a href="https://en.wikipedia.org/wiki/Predictive_policing#:~:text=By%20having%20police%20use%20information,to%20identify%20locations%20of%20shootings.">https://en.wikipedia.org/wiki/Predictive_policing#:~:text=By%20having%20police%20use%20information,to%20identify%20locations%20of%20shootings.</a></p> <p>Digital Redlining <a href="https://in.video.search.yahoo.com/search/video;_ylt=AwrKAQ2kb0dkSp8DtEq7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3BpdnM-?p=digital+redlining&amp;fr2=piv-">https://in.video.search.yahoo.com/search/video;_ylt=AwrKAQ2kb0dkSp8DtEq7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3BpdnM-?p=digital+redlining&amp;fr2=piv-</a></p>

				<b>Summative Assessments: -</b> <ul style="list-style-type: none"> <li>• Paper 1</li> <li>• Paper 2</li> <li>• Inquiry Focus</li> <li>• Challenges and interventions topic</li> </ul> <b>Connection to TOK: -</b> “Computer simulations and games are models of the real world. To what extent are they close to the real world? When meeting people online, what evidence can they provide to prove to you that they are who they are?” <b>Connection to CAS: -</b> Hold a Minecraft build battle competition for your school community.	<a href="https://www.nationalgeographic.com/culture/article/race-ethnicity">web&amp;type=E211IN714G0&amp;fr=mcafee#id=1&amp;vid=0477796d4e426e5f8ae4ed59a4257ce6&amp;action=view</a> Race and ethnicity <a href="https://www.nationalgeographic.com/culture/article/race-ethnicity">https://www.nationalgeographic.com/culture/article/race-ethnicity</a>
January /Feb/March 2025	Topic 5 HL Prerelease Statement	Local and global inequalities Changing populations The future of work	15 Hrs.		
		Conflict, peace, and security Participation and representation Diversity and discrimination	15 Hrs.		
		Climate change and action Responsible use of resources Managing pollution and waste	15 Hrs.		
April 2025	All Topics	Revision			
May 2025	Assessments				
June 2025	Summer Break /DP Ends				

	July 2023				August 2023			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
SL Content	Introduction to Digital Society	Introduction to Digital Society	Topic 1	Topic 1	Topic 2.1	Topic 2.1	Topic 2.2	Topic 2.2
HL Content								
Exams								Introduction to Paper 1
	September 2023				October 2023			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
SL Content	Topic 2.3	Topic 2.3	Topic 2.4	Topic 2.4	Topic 2.5	Topic 2.5		
HL Content								
Exams				Practice Paper 1				Practice Paper 1
	November 2023				January 2024			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
SL Content	Topic 2.6	Topic 2.6	Topic 2.7	Topic 2.7		Topic 3.1	Topic 3.1	Topic 3.1
HL Content								
Exams				Practice Paper 1 Introduction to Paper 2				
Internal Assessment	Introduction to IA							
Extended Essay							Introduction to Extended Essay	
	February 2024				March 2024			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
SL Content	Topic 3.2	Topic 3.2	Topic 3.3	Topic 3.3	Topic 3.4	Topic 3.4	Topic 3.5	Topic 3.5
HL Content								
Exams				Practice Paper 1 Practice Paper 2				Practice Paper 1 Practice Paper 2
Internal Assessment				Submission Inquiry Focus – Criterion A				

Extended Essay						First Reflection Meeting		Finalizing the Research Question and Methodology
	April 2024				May 2024			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
SL Content	Topic 3.6	Topic 3.6	Topic 3.7	Topic 3.7				
HL Content								
Exams				Practice Paper 1 Practice Paper 2				
Internal Assessment				Submission Inquiry Focus – Criterion B				
Extended Essay								
	July 2024				August 2024			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
SL Content	Revision of Y1	Revision of Year 1	Topic 4.1	Topic 4.1	Topic 4.2	Topic 4.2	Topic 4.3	Topic 4.3
HL Content								
Exams								
Internal Assessment								Submission Inquiry Focus – Criterion C
Extended Essay				Completion of Experiments				First Draft Submission
	September 2024				October 2024			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
SL Content	Topic 4.4	Topic 4.4	Topic 4.5	Topic 4.5	Topic 4.6	Topic 4.6		
HL Content								
Exams				Practice Paper 1 Practice Paper 2				
Internal Assessment							Submission Inquiry Focus – Criterion D	
Extended Essay		Second Reflection Meeting		Completion of Primary and Secondary Research				

	Nov 2024				Dec 2024			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
SL Content	Topic 4.7	Topic 4.7						
HL Content								
Exams				Practice Paper 1 Practice Paper 2				
Internal Assessment						Submission Inquiry Focus – Criterion E		
Extended Essay								Final Draft Submission
	Jan 2025				Feb 2025			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
SL Content	Revision	Revision	Revision	Revision	Revision	Revision	Revision	Revision
HL Content	Revision	Revision	Revision	Revision	Pre-Release Text Discussion			
Exams				Practice Paper 1 Practice Paper 2	Paper 3 Introduction	Paper 3 Practice	Paper 3 Practice	Paper 3 Practice
Internal Assessment				Final Draft Submission				
Extended Essay						Viva- Voce		
	March 2025				April 2025			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
SL Content	Revision	Revision	Revision	Revision	Revision	Revision	Revision	Revision
HL Content	Pre-Release Text Discussion				Pre-Release Text Discussion			
Exams	Paper 3 Practice	Paper 3 Practice	Paper 3 Practice	Paper 3 Practice	Mock Tests	Mock Tests	Mock Tests	Mock Tests
Internal Assessment	First Draft Submission			Final Submission				

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)
Topic 1: What is digital society? Topic 3.1: - Data	<ol style="list-style-type: none"> <li>1. To what extent understanding the knowledge will help the digitization process simple.</li> <li>2. To what extent digitization leads to advancement in education, business, and organization.</li> <li>3. How do online and virtual communities differ from face-to-face communities?</li> <li>4. How are data, information, knowledge, and wisdom like, and different from, one another?</li> <li>5. How do digital systems extend or transform different modes of human cognition and communication?</li> <li>6. What are some ways that digital systems change our understanding of originality, authorship, creativity, audiences, and consumption?</li> </ol>

## 6. 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)
	<p>Thinking skills - students should constantly be reflecting on their learning, this can be through journaling or concluding at the end of activities and labs. Providing students with opportunities to struggle is productive to developing higher order thinking and giving students open ended problems and allowing them to work through a "productive struggle" allows them to understand how they learn as well as develop problem solving strategies that work for them.</p> <p>Self-management skills - in my experience, organizational and affective skills are key to success in any IB course. Students should be encouraged to budget their time both during and after school in order to make sure they can be successful in their course work but also keeping an eye on their physical and mental health. I have always found journaling to be a helpful way for students to "keep tabs" on their mental and physical well-being.</p> <p>Research skills - In the Digital Society course, it is important for students to be introduced to sources of reliable and peer-reviewed information. Our class works closely with the local university in order to access data-bases of peer-reviewed research. Students use these resources in their IA, lab work and projects in order to produce products that have been informed by the latest research. Students are taught to disseminate information and learn to identify biases and sources that lack reliability, this provides them with a high level of literacy in evaluating sources of information.</p>

## 7. 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 analyze 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)
International Mindedness into the delivery of the Digital Society	<p>I believe one of the ways is to challenge learners to use the knowledge they obtain from class to solve global problems.</p> <p>I also think we can develop international-mindedness if we give collaborative tasks that require learners of different cultures to work together and learn from each other. This sharing can help them appreciate individual differences based on beliefs, norms, and values, which is important for international mindedness.</p>

## 8. 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
	<ul style="list-style-type: none"><li>● innovative thinkers who strive to understand digital society in new ways</li><li>● resourceful researchers who approach diverse sources of information with insight and imagination</li><li>● curious and engaged creators who link practical experiences to their inquiries into digital society</li><li>● empathetic collaborators who enrich their learning by working with others, locally and globally</li><li>● critical users who evaluate the impacts and implications of digital systems for people and communities</li><li>● principled citizens who act and lead, as guided by ethical values.</li></ul>