

## Diploma Programme course outline – TOK

<b>School name</b>	Basic Academy of International Studies		<b>School code</b>	923376
<b>Time distribution</b>	Starting date of TOK course in year 1 of the Diploma Programme	August	Ending date of TOK course in year 2 of the Diploma Programme	June
<b>Name of the teacher who completed this outline</b>	Elizabeth P. Strehl		<b>Date of IB training</b>	March 2012 November 2016
<b>Date when outline was completed</b>	May 31, 2016		<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	Cat. 1/Cat. 2 TOK

### 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>
			One class is <input type="text" value="80"/> minutes.  In one week there are <input type="text" value="2.5"/> classes.		
Year 1	Reliability of Sources	Course introduction (terminology): Knowledge, Knowledge Claims and Questions, Ways of Knowing, Areas of Knowledge. Knowledge questions: Is it possible for historical writing to be free from perspective? What is a fact in history? How does one define "truth"?	18 weeks (42 hours)	Reflective activities and writing to demonstrate the transformation of individual truth across time; Socratic seminars; reading and annotating specified resources and articles on historic events but from multiple perspectives and cultures; mini presentations in which students present resources from the internet (one topic per group) discussing validity of source (poor, medium, strong) and criteria used to determine validity; issues with translation will be shared and discussed.	Theory of Knowledge Course Guide (IB); Readings and activities from "Section 2: TOK Terms and Skills" from <u>Theory of Knowledge For the IB Diploma</u> by Santrampurwala et al; "Is Justified True Belief Knowledge?" (Gettier); "Truth and Acceptance" from <u>Theory of Knowledge</u> (Lehrer); Activities from "Knowledge and the Search for Truth" from <u>Theory of Knowledge: Course Companion</u> (Dombrowski et al); selections from <u>The Things they Carried</u> (O'Brien)

	Ethical Theories	Introduction to TOK assessments (Essay on a Prescribed Title and Presentation); Knowledge questions: Do Moral Truths Exist? (Transition from previous unit); To what extent might possession of knowledge carry with it moral obligations?; To what extent might lack of knowledge be an excuse for unethical conduct?	18 weeks (42 hours)	Mock essay and mock presentation. Structured class debate in which students must research and argue position. Socratic seminars. Reading and annotating specified readings. Video excerpts from show <u>What Would I Do?</u> Mock United Nations using researched positions on current and historical global issues. Ethical dilemmas across subject areas (cross curricular).	Theory of Knowledge Course Guide (IB); Unit 2 and 3 from <u>Decoding Theory of Knowledge for the IB Diploma</u> (“Decoding TOK Assessment-the Essay” and “Decoding TOK Assessment- the presentation”) (Heydorn and Jesudason); Readings from “What Ought We to Do?” from <u>Ultimate Questions: Thinking about Philosophy</u> (Rauhut) including subjective and cultural relativism and ethical theories (divine command, utilitarianism, duty-based, and virtue based); Readings from “What Ought We to Do?” from <u>Readings on the Ultimate Questions: An Introduction to Philosophy</u> (Rauhut)

Year 2	Scientific revolutions and paradigm shifts	Knowledge questions: How can we build understanding about the world independent of the human act of measuring it? How can it be that scientific knowledge changes over time? How can we know cause and effect relationships given that one can only ever observe correlation?	18 weeks (42 hours)	TOK Essay; Socratic discussions, short analytical writings pertaining to current scientific studies; graphing activities to demonstrate how graphs can be manipulated to imply different meanings; survey activity in which students take two surveys, one about which they are passionate and one about which they are indifferent, and analyze how and why their biases impacted results and how presentation (graph) of the results can alter others' understanding; reflective writing	<u>Theory of Knowledge</u> (Sprod and Melvin) (Assessment support); <u>The Structure of a Scientific Revolution</u> (Kuhn); Readings and activities from Chapter 10 (Natural Science) from <u>Theory of Knowledge</u> (Bastian et al); articles pertaining to recent scientific studies and discoveries
	Art as a vehicle for social critique	Knowledge questions: If artworks are the products of the imagination of the artist, how is it that they constitute a system of knowledge? Is the aesthetic value of an artwork purely a subjective matter? Does art enlarge what it is possible to think?	18 weeks (42 hours)	TOK Presentation; reflective writings and discussions using images and in which students work to define "art," "artist," "beauty," and art's purpose, if it has one; readings and activities from resources listed; Socratic seminar on focus pieces of art; student project in which they create and present a work of art, reflecting on its creation, purpose, impact, and merit (cross curricular).	<u>Theory of Knowledge</u> (Sprod and Melvin) (Assessment support); <a href="https://www.flickr.com/groups/ljsart/pool/">https://www.flickr.com/groups/ljsart/pool/</a> (images of art with a social justice theme) plus other internet sources; selections from section on the arts from <u>Theory of Knowledge Course Companion</u> (Dombrowski et al); selections from section on art from <u>Theory of Knowledge</u> (Bastian et al)

## 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?

DP teachers will meet at the start of each year to review TOK concepts and to brainstorm text connections and then meet quarterly throughout the year to further plan and to reflect upon TOK in the classroom. The units described above are intended to support other DP subjects. Reliability of Sources will support the Language and Literature as well as the history and language acquisition courses, drawing from all three subjects. Ethical Theories works well with history but also will require students to discuss subject-specific ethical dilemmas with their other instructors. Scientific Revolutions and Paradigm Shifts will work with the instructors of biology, chemistry, and physics. The closing unit will require collaboration with the arts department. As each unit is slated to last one semester and teachers will meet quarterly, the purpose of the quarterly units will be to increase the quality of collaboration. In addition, the TOK instructor will work with teachers to ensure that they are making appropriate connections to TOK as specified in their subject guides.

In addition, up to one hour per TOK per week will be used for CAS and Extended Essay support. This time has been deducted from the times listed above, which is why 18 weeks equals 42 hours rather than 60. The TOK instructor will work with other DP instructors to coordinate these requirements and ensuring that students make the connections between TOK, CAS, and EE.

### **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.

**Year One :**

**Semester One :**

Introduction to TOK: Knowledge, Knowledge Claims and Questions, Ways of Knowing, Areas of Knowledge.

**Semester Two:**

Introduction to the Essay: Using a practice list from IB, walk students through unpacking 6 titles (question types) , selecting one, brainstorming strategies, planning, and writing. Basic requirements. Scoring criteria. \*This will be a mock essay using old topics and for which extra support will be given, including peer review, instructor feedback, and rewrites. (9 weeks)

Introduction to the Presentation: TOK Presentation structure (real life situation, recognized knowledge issue, developed knowledge issue, other real life situations, application). Choosing a focus, brainstorming included elements, planning, presenting. Choosing whether to work alone, with a partner, or in a group of three. Basic requirements. Scoring criteria. \*This will be a mock presentation using a topic that students CANNOT reuse and for which extra support will be given, including peer and instructor feedback and written reflection. (9 weeks)

**Year Two :**

**Semester One :**

The TOK Essay : Students discuss choices with instructor. Student presents written exploration of ideas (unpacked question) and discusses with instructor. Student creates plan and drafts essay. Instructor reads draft and gives comments global in nature (not specific written feedback or editing). Student completes and uploads final draft. (9 weeks)

**Semster Two :**

The TOK Presentation : Individuals/groups meet to conference with instructor and show planning using the TOK Presentation Structure. Review guidelines and scoring criteria. Groups present. (5 weeks)

**4. 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)
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Reliability of Sources	Research Skills : Students will select events from history and research how those events are viewed and taught or reported in various countries and cultures today, working to understand that one's context shapes one's perspective of even factual events and how to recognize both their own biases and the biases of others.
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## 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)
Ethical Theories	Too often people simplify issues by examining them from only one perspective or by listening to only one source. To help students gain an understanding of the complexity of international relations, a mock UN conference will help them see that reaching a compromise across cultures is highly complex and rarely fully satisfying to all involved. Using <a href="http://www.pbs.org/ralphbunche/education/edu_model.html">http://www.pbs.org/ralphbunche/education/edu_model.html</a> and <a href="http://bestdelegate.com/how-to-teach-model-un-current-events-israel-palestine-and-un-membership/">http://bestdelegate.com/how-to-teach-model-un-current-events-israel-palestine-and-un-membership/</a> as guides and for resources, students will brainstorm current global issues. Students will work in pairs to select a country impacted by the issue and research that country's stance and the reason for it (historic, economic, cultural, etc.). The students will then meet to discuss their countries' perspectives and work to achieve a plausible compromise via a democratic process.

## 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
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Art as a vehicle for social critique	Risk Taker : Students will be required to select a social issue about which they feel passionate and create a work of art that demonstrates their stance on this issue. Via a class presentation, students will share their artwork and reflect upon its creation, purpose, impact (both intended and actual), and its artistic merit. Sharing a work of art, especially one that is designed to impress a social message upon the audience requires students to take a social risk and requires that they open themselves up for critique, both as people and as artists. Students will need to feel safe in the classroom environment and instruction will need to take place at the start of the unit so that students know how and what to critique.
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