Diploma Programme course outline–TOK					
School name	Thomas Jefferson High School			**School code**	052227
Time distribution	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		
Name of the teacher who completed this outline	Jesse Gonzalez		**Date of IB training**	Feb 28th-March 1st 2016	
Date when outline was completed	December 10, 2016		**Name of workshop** *(indicate name of subject and workshop category)*	Cat. 1	

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) *State the topics/units in the order you are planning to teach them.*	Contents	Allocated time One class is 90 minutes. In one week there are 2.5 classes.	Assessment instruments to be used	Resources *List the main resources to be used, including information technology if applicable.*
Year 1	Introduction to TOK: The problem of knowledge During the introduction to the course, students give their ideas of what knowledge means, how it differs from information, data, opinion, belief or wisdom, examine different representations of knowledge and how it is gained, lost, or changed. Students are introduced to knowledge issues and begin to formulate their own definitions of knowledge issues. The students begin to examine their own roles as 'knower's' in the different ways and areas of knowledge. **Academic Honesty will be addressed within the content of the course as outlined by the IB Diploma programme**.	What is knowledge? What is truth? Knowledge vs. Beliefs. What is the difference? Where does knowledge come from? Why should we care? Who is the knower? What does knowledge start with? How do we know? Is there one source of knowledge more reliable than others?	7.5 hours	Discussion contributions – ongoing, teacher assessed. Short essays/responses on the topics issues – formative assessment. TOK individual or group presentations – internally marked.	Dombrowski, Eileen. IB Theory of Knowledge Course Companion. Oxford: Oxford University Press, 2007. Print. TOK Online Resources: http://occ.ibo.org www.ted.com www.youtube.com Van De Lagematt, Richard. Theory of Knowledge for the IB Diploma Second Edition. Cambridge University Press 2015.

	Ways of knowing: Language Language has an important effect on the way we experience the world. The creation of language, its clarity, its aesthetic role (poetry, literature, etc.) its application in other areas of knowledge and in communication with other humans raises questions of the relationship between language and the world.	What is language? How does language affect different ways of knowing? To what extent does a foreign language influence the way of thinking? What is lost/gained in the process of translation?	7.5 hours	Group discussions Literature reviews Group presentations	Additional supplementary fiction and nonfiction texts, prose/poetry, essays, articles, film clips, discussion topics
	Ways of knowing: Perception The way we perceive the world depends crucially on the nature of sense organs. Our senses are 'the gates and windows' of the mind. Students examine if it is true.	Seeing vs. believing. What is real? How reliable are our senses? Which sense is the most reliable? What influences the perception? What is the relationship between experience and perception? What constitutes "good evidence"?	3.5		

	Ways of knowing: Reason and Logic To achieve consistency in our thought we use logic. Students examine if we can know the truth by logic.	What is logic? Is logic purely objective and universal? Truth and validity. How does reasoning work? What are the differences between inductive and deductive reason? What are common logical fallacies?	4.5	Written responses Socratic Seminar	www.tedtalks.com PPD
	Ways of knowing: Emotion Emotions have traditionally been seen as more of an obstacle to knowledge than a source of it. The students examine if emotions can be the key to self-understanding and understanding the world.	What is an emotion? Are emotions mental or physical aspect? How do emotions interact with reason, sense perception and reason? Are emotions shaped by culture? To what extent do you think we are able to control our emotions? Can other ways of knowing help us to do this?	7.5	Class discussion Group presentations Case studies	PPD

	Areas of knowledge: Mathematics From a TOK point of view mathematics is rather a special area of knowledge. It gives us certainty, but does it tell us anything about the world?	What is Math? Is mathematics a language? What is a mathematical truth? Is math discovered or invented? What is the relationship between math and science?	4.5	Short essay Formative assessment Group discusions	Dombrowski, Eileen. IB Theory of Knowledge Course Companion. Oxford: Oxford University Press, 2007. Print.
	Areas of knowledge: Natural sciences The natural sciences are recognised as a model for knowledge owing to such factors as capacity to explain and make precise predictions. Scientific knowledge and progress has provided success in many areas. Questions about scientific methodologies raise many knowledge issues..	What is science and what is not science? What is the history of science? Is science a body of knowledge? Is there a scientific method? Is scientific discovery entirely logical, or does the process include irrational elements?	7.5	Short essay Formative assessment Group discusions	Dombrowski, Eileen. IB Theory of Knowledge Course Companion. Oxford: Oxford University Press, 2007. Print.

	Areas of knowledge: Human sciences It is often said that human behaviour is unpredictable. Can it be studied scientifically?	What are the inherent problems of knowledge in the social sciences? How do methods vary between natural and social sciences? How does science relate to ethics? Are there universal constants or laws of human behaviour?	7.5	Short essay Formative assessment Group discusions	Dombrowski, Eileen. IB Theory of Knowledge Course Companion. Oxford: Oxford University Press, 2007. Print.
	Areas of knowledge: History Many of the judgments are historical in nature although knowers cannot observe the past. Is history the set of events or unpredictable actions of people?	Why study history? How can the past be known? How does the ways in which history is recorded influence our understanding of it? Is history recorded or created? Should a moral perspective be included in the teaching of history?	4.5	Short essay Formative assessment Group discusions	Dombrowski, Eileen. IB Theory of Knowledge Course Companion. Oxford: Oxford University Press, 2007. Print.

	Areas of knowledge: Religion People have always been searching for the sense of their lives Many cultures have organised their understanding of the world around their religious beliefs. Discussing the mysteries of religion ,we ask how our own beliefs relate to those of people from different cultures	Is religion a universally understood concept? What purposes does religion serve? How does a culture's religion influence its history, ethics, arts, and sciences? Where do knowledge and faith overlap? Why do innocent people suffer? How does knowledge through or about religion promote global citizenship?	4.5	Short essay Formative assessment Group discusions	www.tedtalks.com www.youtube.com www.learner.org
	Areas of knowledge: Ethics Ethics come from different places—experience of the knower, history, religion, family ideals and values, community, society, and individual belief of ethical values. Students are involved into discussion on what way we ought to live our lives, what is right and wrong, how moral actions should be applied for the individual and the group.	Do we have specific moral intuitions that can give us knowledge? What is the relationship between morality and behaviour? Is ethics more a matter of the head or the heart? How important is consistency in moral reasoning?	4.5	Short essay Formative assessment Group discusions	www.learner.org www.tedtalks.com

	TOK Paper and Presentations The students will be presenting on a topic provided from a list of choices and how it relates to the ways of knowing. The presentation will include a longer paper, both scored according to the IB Rubrics for both presentations and papers.	Final paper for the course and presentations—internal and external assessment.	4.5	Papers and presentations scored using the 4 assessment criteria set forth in the IBO TOK guide.	
			Year one total: 61.5 hours		

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	Theory of Knowledge (Sprod and Melvin) (Assessment support); The Structure of a Scientific Revolution (Kuhn); Readings and activities from Chapter 10 (Natural Science) from Theory of Knowledge (Bastian et al); articles pertaining to recent scientific studies and discoveries
	In-depth exploration of Ways of knowing and Areas of knowledge Students will think over the key issue for the essay on a prescribed topic. They will have to choose among the areas of knowledge and ways of knowing. Planning the essay and organising work on it will be the main assignment for students.	How to choose the essay topic? Is the TOK issue relevant to the topic? What extra sources are needed? How to organise yourself for writing?	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).	Theory of Knowledge (Sprod and Melvin) (Assessment support); https://www.flickr.com/groups/lisjart/pool/ (images of art with a social justice theme) plus other internet sources; selections from section on the arts from Theory of Knowledge Course Companion (Dombrowski et al); selections from section on art from Theory of Knowledge (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 addtion, 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 reali 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)

*If time allows, a presentation will also be worked into Semester One of Year Two. The higher of the two scores will be sent.

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)
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. Students will also learn to incorporate this skill and transfer to other subject areas.

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 http://www.pbs.org/ralphbunche/education/edu_model.html and http://bestdelegate.com/how-to-teach-model-un-current-events-israel-palestine-and-un-membership/ 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 countries stance and the reason for it (historic, economic, cultural, etc.). The students will then meet to discuss their countries' pespectives 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
Human Sciences	Risk Taker : Students will be required to select a social issue about which they feel passionate and construct a valid arguement that demonstrates their stance on this issue. Via a class presentation, students will share their stance and reflect upon its creation, purpose, impact (both intended and actual), and its merit. Sharing ones perspective, 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 social activist. 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.