

Diploma Programme course outline—TOK			
School name	Ela Green School	School code	060876
Time distribution	Starting date of TOK course in year 1 of the Diploma Programme	June 2023	Ending date of TOK course in year 2 of the Diploma Programme
			April 2025
Name of the teacher who completed this outline	Shantha Shankar	Date of IB training	December 2021
Date when outline was completed	November 2022	Name of workshop <i>(indicate name of subject and workshop category)</i>	Theory of Knowledge Category 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	Contents	Allocated time	Assessment instruments to be used	Resources
(as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>		One class is	45 minutes.	
		In one week there are	3 classes.	

Year 1	Unit 1: General Introduction	Introduction to TOK (Definition) Terminology TOK concepts Knowledge Claims Knowledge questions Knowledge framework AOK Cognitive tools Truth Checks Ethics and TOK	5 hours	Class and small group discussions. Short essays/responses on the topics issues. Journal entries. Case studies.	Resources: Henly, Carolyn P, Sprague John. Theory of Knowledge, Hodder Education, 2020. Sprague, John. Theory of Knowledge Skills for Success, Hodder Education, 2020. youtube.com/watch?v=qLziFMF4DH A news.nationalgeographic.com/news /2011/01/110107-fish-count- numbers-humans-animals-science/
	Unit 2 Core theme :Knowledge and the Knower	What is the difference between shared and personal knowledge. How does “we know” differ from “I know”? To what extent does shared and personal knowledge overlap? How do the methods by which shared knowledge is generated differ from the methods in which personal knowledge is generated? Can a balance between shared and personal knowledge ever be reached	6 hours	Group and class discussions Journal entries. Case studies. Practice Essay and presentation	cleveland.com/opinion/2009/12/entitled_to_their_own_facts_-.html petersmap.com ted.com/talks/michael_shermer_the_pattern_behind_self_deception ted.com/index.php/talks/jill_bolte_taylor_s_powerful_stroke_of_insight

	Unit 3: knowledge framework	How does the scope of different themes/areas of knowledge fit within the totality of human knowledge? What are the limitations of knowledge? How is knowledge constructed in different AOK's? How do the methods and tools differ in different AOK's? Why are perspectives and context important in the evaluation of knowledge? How does ethics impact the acquisition of knowledge.	7 h o u r s	Group and Class Discussions. Journal entries. Case studies Comparing scope, perspectives, methods/tools and ethics across different knowledge frameworks	
	Unit 4: AOK Natural Sciences	What is science and how has it affected our understanding of nature? Can science be practiced without knowing the appropriate scientific language? How reliable is the scientific method? What is confirmation bias and how does it relate to the scientific method? How has our understanding of natural science changed over time? How do you evaluate scientific claims on the internet? What is the difference between science and pseudoscience?	1 5 h o u r s	Designing an experiment in Natural Science. Class and small group discussions. Case studies and Journal entries. Conflicting scientific claims. Presentation and essay.	scientificamerican.com/article.cfm?id=much-ado-about-nothing ted.com/talks/bonnie_bassler_on_how_bacteria_communicate scienceblogs.com/ethicsandscience/2010/03/27/how-hard-is-it-to-clean-up-the scienceblogs.com/worldsfair/2010/01/16/but-do-you-like-the-big-bang-t scienceblogs.com/principles/2010/07/29/two-cultures-defining-research ted.com/index.php/talks/nalini_nadkani_on_conserving_the_canopy ted.com/talks/lang/eng/ben_goldacre_battling_bad_science ted.com/talks/michael_specter_the_danger_of_science_denial youtube.com/watch?v=WQ43x2dwGRs vimeo.com/5394500 vimeo.com/5350648 blogs.discovermagazine.com/badastronomy/2009/04/06/science-is-imagination bigthink.com/videos/imagination-the-rocket-fuel-of-science iai.tv/articles/why-physics-has-made-no-progress-in-50-years-auid-1292

	<p>Unit 5: AOK- Mathematics</p>	<p>What is Mathematics and does it have a social function? Is mathematics a language? Could it be considered the language of the universe? Can proofs be considered mathematical truths? What makes a mathematical proof "beautiful/elegant"? Was math discovered or invented? Can the patterns observed in mathematics be compared with that of art? What is the role of reason and intuition in mathematics? To what extent does imagination impact the construction of mathematical knowledge?</p>	<p>1 5 h o u r s</p>	<p>Class and small group discussions. Journal entries. Case studies, videos, presentations and essays</p>	<p>ted.com/talks/lang/eng/marcus_du_sautoy_symmetry_reality_s_riddle seedmagazine.com/content/article/mathematical_uncertainty fdavidpeat.com/bibliography/essays/maths.htm npr.org/templates/story/story.php?storyId=123405424 youtube.com/playlist?list=PLFJr3pJl27p1p1EsDD2rYaTI7GxoXqrLs wac.colostate.edu/llad/v4n1/jamison.pdf ted.com/talks/irina_kareva_math_cannot_help_uncover_cancer_s_secrets?language=en plus.maths.org/issue29/features/quadratic ted.com/talks/margaret_wertheim_crochets_the_coral_reef duke.edu/~rgb/Philosophy/axioms/axioms/node27.html youtube.com/watch?v=sryXmmS11Lo ted.com/talks/geoffrey_west_the_surprising_math_of_cities_and_corporations thersa.org/discover/publications-and-articles/rsa-comment/2012/01/designs-on-mathematics ted.com/talks/arthur_benjamin_does_mathemagic</p>
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	Unit 6: AOK- Human Sciences	<p>What are human sciences and to what extent can they be applied to explain human behaviour?</p> <p>How does language give meaning to our understanding of human sciences?</p> <p>What are the ethical considerations when designing investigations?</p> <p>Group behaviour and the law of large numbers. Can the complexity of real-world situations ever truly be simulated?</p> <p>What is the relationship between natural and human sciences? How does the problem of confirmation bias affect the human sciences? What is the free will problem?</p>			<p>fivethirtyeight.com/features/broadus-effect-social-desirability-bias/</p> <p>listverse.com/2008/09/07/top-10-unethical-psychological-experiments/</p> <p>ted.com/talks/rory_sutherland_life_lessons_from_an_ad_man</p> <p>ted.com/talks/lang/eng/joachim_de_posada_says_don_t_eat_the_mars_hmallow_yet</p> <p>aeon.co/ideas/the-tech-bias-why-silicon-valley-needs-social-theory</p> <p>ncpp.org/files/20%20Questions%203rd%20edition_Web%20ver_2006.pdf</p> <p>kjonnsforskning.no/en/tags/gender-perspectives-research</p> <p>gapminder.org</p> <p>thersa.org/discover/videos/rsa-animate</p>
	TOK exhibition	<p>Students explore how TOK manifests in the world around us. Exhibition to be based on the core theme of Knowledge and the knower. Students choose one IA KQ from the list on page 40/41 of the guide. They choose three objects and create an individual exhibition. Students to produce a single finle containing their exhibition including the title, images of the three commentaries and types commentaries not exceeding 950 words.</p>	9 h o u r s	Draft1 – May 2024 Exhibition June 2024	

Year 2	Unit 1: Optional theme 1- Knowledge and Technology	How does technology shape what we know? Does technology aid or hinder cognition? Are there ethical limits to the progress in knowledge acquired through the use of technology? In this digital information age, can we still speak of things such as fact and truth? Does technology help or hinder the equal access to knowledge? How does the impact of technology on knowledge give rise to new ethical debates? To what extent is the internet changing what it means to know something?	1 5 h o u r s	Research activity- how to identify fake news Class discussions Ethical implications of AI Debate Mini Essay: How does technology extend and modify the capabilities of our senses	roomfordebate.blogs.nytimes.com/2009/12/21/your-boss-and-your-blackberry ted.com/index.php/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen ted.com/talks/tom_chatfield_7_ways_games_reward_the_brain thoughtcatalog.com/2011/five-emotions-invented-by-the-internet blogs.scientificamerican.com/guest- blog/youll-believe-anything-you-read-online-wont-you/ cc.com/video-playlists/kw3fj0/the-opposition-with-jordan-klepper-welcome-to-the-opposition-w--jordan-klepper/z1aahs
	Unit 2: AOK – history	What is history and how does it affect our understanding of the world? How does language and culture affect our perspective of history? Can history be manipulated? Can the study of history enrich our sense of human nature? What impact does the way history is recorded and reported have on society? How does time affect our perspective of historical events? How does the relationship between shared and personal history affect an individual's identity? What makes a past event historically significant? How can the credibility of memory and eyewitness accounts be determined?	1 2 h o u r s	Historical accounts of world events, case studies, entries, videos Group and whole class discussion Essay and presentation	historycooperative.org/journals/ahr/107.3/ah0302000821.html lib.byu.edu/dlib/historic_photos/ourdocuments.gov listverse.com/2007/08/15/15-incredible-historical-photographs seas3.elte.hu/coursematerial/Lojko Miklos/E.H._Carr,_What_is_History,_1961.pdf washingtonpost.com/wp-dyn/content/article/2010/09/24/AR2010092404113.html bbc.co.uk/programmes/p009xbbr history.ac.uk/ihr/Focus/Whatishistory/marwick1.html

Unit 3: AOK - Arts	What is art? Can art be defined? If so, how? What is the role of the artist in how art is characterised? What is the relationship between skill and quality in art? How does the social response to a work of art affect it's value? What role do the arts play in our lives? Are there universal standards in art? To what extent can art be objective? To what extent is art subjective? What makes a critic credible? To what extent can the credibility of a critic be determined?	1 2 h o u r s	Examples of different types of art. Visual, written, musical, kinesthetic, etc. Class discussions. Journal entries. Group discussions. Debates. Critics readings Case studies. Presentation and essay.	discovermagazine.com/2010/jan-feb/051 emilyvalentine.com.au/gallery_2008.html hplusmagazine.com/articles/ai/has-emily-howell-passed-musical-turing-test youtube.com/watch?v=9sfRMSpbgps scientificamerican.com/article.cfm?id=nikon-small-world scienceblogs.com/cognitivedaily/2009/04/08/even-isolated-cultures- understlaweekly.com/ray-bradbury-fahrenheit-451-misinterpreted/ wired.com/underwire/2010/01/delilah-typewriter-sculpture abc.net.au/radionational/programs/archived/booksandarts/can-bad-people-create-good-art/8059032 laphamsquarterly.org/roundtable/r Article ules-engagemen
Unit 4: Optional theme Knowledge and Language	How does the language we use shape our personal knowledge? To what extent is language and thought interrelated? Can language be viewed as a window into human nature? Does the language you speak shape the way you view the world? What is the relationship between language and power? To what extent can the quality of translation be determined?	1 2 h o u r s	Examples of ethical dilemmas. Debates. Journal entries. Case studies. Ethical experiments discussions. General group and class discussions. Presentation and essay	

	TOK essay	The list of prescribed titles will be discussed with the student. Students begin their initial exploration. This will be shared in written form e.g. notes and ideas that will then be turned into a more formal essay plan. Students hand in first draft for guidance.	1 0 h o ur s	Initial exploration: October Draft1: February 2025 Final Due March 2025	
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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?

At the beginning of the year, prior to the start of the academic year, the teachers are given academic planning time. During this time, I would like to sit with the DP subject teachers and give them an overview copy of the TOK curriculum. We will then, as a group, compare subject curricular and decide on links that can be made between TOK and other subject areas, including possible CAS links. I would like to schedule regular meetings to maintain ongoing coordination between TOK and the subject areas. I would expect my students to reflect on and explore knowledge questions in their other subjects in the Knowledge Log/Field Journal which I would implement as an ongoing requirement for my class. If possible, I would like to work with the subject-area teachers to include TOK questions occasionally on their classroom assessments. I plan to release the prescribed titles to the subject area teachers and discuss ways in which their courses may help to build a relevant knowledge base for the students.

Summary

- Initial TOK workshop during collaborative planning time at the beginning of each academic year.
- Regular DP meetings and workshops with TOK coordinator.
- Collaborative planning of TOK within departments.
- Use the Knowledge Framework for different Areas of Knowledge to help subject teachers relate KQ's to their units/content
- DP Textbooks have links to TOK
- Classroom Walk-ins
- TOK Wonderwall in all subject classrooms
- MYIB Programme Resource Centre

Online Resources: <https://tok2022.weebly.com/>; www.theoryofknowledge.net;
www.tokresource.org; www.toktopics.com

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.

Exhibition – the exhibition can be scheduled for May in Year 1 before the close of school. Students will be given three weeks to work on the exhibition.

September 2023 – Introduce IA Prompts

April 2024: Choose their IA prompt and select three objects that show how the IA KQ manifests in the world around us. This should be linked to the core theme of knowledge and the knower.

April 2024: Students will produce a single file containing evidence of what they will use in their exhibition. This will include a title clearly indicating the selected IA prompt; images of their three objects, a typed commentary on each object (not exceeding 950 words), appropriate citations and references.

April 2024: Feedback to be given to students on one draft. This will be done orally and will focus on how the work can be improved. The draft will not be directly edited. Students take feedback under consideration and edit the draft.

May 2024: Exhibition will be held. Open to parents, teachers and other students in the MYP and DP.

Essay – the essay is due to start in February in Year 2 and be submitted in March of Year 2

October 2024: The list of prescribed titles is discussed with students and students think about the titles that they would like to choose. **November 2024:** Students choose their topic and undertake an initial exploration of their prescribed title.

December 2024: Initial explorations are discussed with the teacher.

February 2025: TOK First Draft is Due

February 2025: Feedback is given on the first draft of the essay. Students take the feedback under consideration and write the final essay

March 2025: The final essay is written and submitted for assessment.

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)
Optional theme : Knowledge and Language	This unit fits in perfectly with the idea of communication and we could look at what is communication and what makes a good communicator. Thus, this unit can authentically be used to develop students' communication skills, both verbally and non-verbally. However, students will also be made aware of the effect of language in various Areas of Knowledge e.g. Mathematics, Human Sciences, Natural Sciences, etc. and having this understanding will enable them to develop their communication skills within different Areas of Knowledge as well, making them more adept at communicating within specific subject areas. This unit of TOK can also be used to promote awareness of self and others in terms of communication methods and styles. This understanding can hopefully then foster compassion and respect for others and help to minimise inadvertent miscommunication by creating an awareness of communication itself.

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)

Area of Knowledge : History	History is a wonderful area within which to develop international mindedness in the students because it gives them the opportunity to look at perspectives in history. It can also be used to cultivate an understanding of human nature in allowing us to look at the core values of that which makes us human. It is an opportunity that allows students to become more openminded and look at historical events from multiple perspectives. The study of history as an area of knowledge also allows students the opportunity to look at how their shared knowledge has impacted their personal knowledge and thus their outlook and perspectives and how the same can be said for anyone. It tackles the question of truth and opens the door to the notion that 'other people, with their differences, can also be right', thereby promoting international mindedness.
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5. Development of the IB learner profile

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Core Theme : Knowledge and the Knower	This area of knowledge is one that could potentially lead to many conflicting views. And, by virtue of the nature of this area of knowledge, student's will have to bear in mind the need to be respectful of their classmates and open-minded when discussing heated topics and ideas. Students will have to inquire (respectfully) into that which is considered ethical and they will have to honestly and openly reflect on their own moral and ethical codes. This is often difficult to do as expressing such deeply held views can often lead to a fear of judgment and, provided that a respectful and safe classroom atmosphere is maintained at all times, students will have to be courageous and take a risk at speaking and discussion their moral truths. Students will also have to be principled communicators, aware of the power of their words and they will will have to take care in how they communicate, both verbally and non-verbally. They will also have to be caring individuals, able to hold discussions respectfully and without judgment, with the sole intention of broadening their thinking in order to develop a better understanding of themselves and their classmates.