

DiplomaProgramme course outline–TOK			
Schoolname	GYMNAZIUM Srobarova		Schoolcode 061626
Timedistribution	StartingdateofTOKcourseinyear1oftheDiplomaProgramme September 2022	EndingdateofTOKcourseinyear2oftheDiplomaProgramme March 2024	
Nameoftheteacherwhocompletedthisoutline	Jana Geročová	DateofIBtraining	August 2021
Date when outline was completed	September 2021	Nameofworkshop <i>(indicatenameof subject andworkshopcategory)</i>	Theory of Knowledge Cat 1

1. Courseoutline

- 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 account in go feach 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 IBs 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 period 45 minutes.	In one week hereafter 3 classes.		
Year 1	INTRODUCTION to TOK During the introduction to the course, students examine different representations of knowledge, how it is gained, lost, passed on, or changed.	Why is it important to examine how we know things? What major themes and ideas contribute to knowledge? How do we utilize knowledge? How does knowledge change or remain the same? Introduction to the outline (Exhibition and essay)	6 hours		Discussions Formulating definitions of knowledge issues Inclusion process Meeting student learning diversity in the classroom.	TOK Guide www.ted.com Video reflection

<p>Unit 1 CORE THEME KNOWLEDGE and the KNOWER What is knowledge? What should we believe to? To what extent can we rely on common sense? To what extent do we need evidence to support our beliefs?</p>	<ul style="list-style-type: none"> • Terminology • Knowledge • Claims • Knowledge questions • Personal/Shared Knowledge • Applying ToK <p>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?</p>	<p>8 hours</p>	<p>Presentations TOK Journal Discussions Concept web for imaginary “knowledge” detailing “knowing” issues and consequences.</p>	<p>IB Theory of Knowledge Book 2020 edition https://www.theoryofknowledge.net</p>
<p>Unit 2 The KNOWLEDGE FRAMEWORK The Introduction to the AREA of KNOWLEDGE What role do paradigms play in knowledge? How important are the opinions of experts in the search for knowledge? What sources of knowledge can be considered trustworthy and why?</p>	<ul style="list-style-type: none"> • Personal and shared knowledge • The areas of knowledge • The knowledge framework 	<p>6 hours</p>	<p>TOK Journal Practice essays - answers to KQs (500 words)</p>	<p>IB Theory of Knowledge Book 2020 edition www.ibo.org</p>

<p>Unit 3 AoK – NATURAL SCIENCES What is science and what is not science? Is science a body of knowledge? To what extent is the scientific method reliable?</p>	<p>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.</p>	<p>8 hours</p>	<p>Short essay Formative assessment in-class discussions</p>	<p>IB Theory of Knowledge Book 2020 edition www.ibo.org (115) Natural Science What is natural Science and Examples? Natural Science Introduction Physics - YouTube</p>
<p>Unit 4 Practising the TOK Exhibition Unit 5 AoK – HUMAN SCIENCES It is often said that human behaviour is unpredictable. Can it be studied scientifically?</p>	<p>Students develop a practice of TOK Exhibition - we identify, discuss, and elaborated the topics which manifest the TOK around us 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?</p>	<p>4 hours 8 hours</p>	<p>Short essay Formative assessment in-class discussions</p>	<p>IB Theory of Knowledge Book 2020 edition www.ibo.org</p>

	<p>Unit 6 AoK – HISTORY Many of our judgments are implicitly historical in nature. The only way that we can understand the present is by relating to the past. This provides a justification for why we study history, but one must wonder if history can truly be objective.</p>	<p>How does the ways in which history is recorded influence our understanding of it? Do the influences of science and/or religion influence historical significance of events? How is historical significance gauged? What is determined as knowledge gained from history? Is the maxim true that “History will repeat itself”?</p>	<p>8 hours</p>	<p>Short essay Formative assessment in-class discussions</p>	<p>IB Theory of Knowledge Book 2020 edition www.ibo.org Fiction and non-fiction texts in different languages</p>
--	---	---	----------------	--	--

	<p>Unit 7 Optional Theme KNOWLEDGE and 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</p>	<p>What is language Meaning & specificity Cultural translation & associating problems Labels & stereotypes</p>	<p>8 hours</p>	<p>Short essay Formative assessment Group discussions</p>	<p>IB Theory of Knowledge Book 2020 edition www.ibo.org</p>
	<p>Unit 8 TOK EXHIBITION</p>	<p>Preparation and administration of the official TOK Exhibition.</p>	<p>6 hours</p>	<p>Preparations</p>	
	<p>The TOK essay</p>	<p>Introduction, preparation for the essay Developing essay writing skills</p>	<p>6 hours</p>		
	<p>Coordination with other subject areas IB components</p>				

Year2	Practising the TOK essay	Analyzing and choosing TOK titles. Working on prescribed title. Choosing the topic, creating a mindmap with additional teacher support	6 hours		<ul style="list-style-type: none"> •https://www.theoryofknowledge.net •analysis of TOK essays •TOK Journal
	Unit 9 AoK – The ARTS To introduce the arts as an area of knowledge where aesthetic judgements can occur and are justified. To become more articulate in expressing aesthetic judgements. To explore whether patterns of judgement are dependent on variables such as culture, gender, age or background.	What is the artist saying? Issues of interpretation (Formalism, Psychological perspectives, Sociological perspectives, Deconstruction, reflection on who/what is “in the centre” – is meaning inherent in the art, the knower, the culture, the critic...). Exploration of the possibility of “knowing” anything through the art. Fiction vs. non-fiction as vehicles for knowledge. Meta-media: art about art Divergent media “languages”: print, image, sound, and Artist and director – guiding/teaching art and creating or performing the art itself. Study and evaluation of film in two cultures (students’ choice) including research into the critical reception of said films in their source cultures with emphasis on how the films illustrate differing cultural norms and values, ex. - South Korean film - Parazit Beyond narcissism and solipsism: toward a shared aesthetic (exploration of the relationship between form and function in art, bad, good, and great)	8 hours	In-class discussion Comparing art books.	www.metmuseum.org (Metropolitan Museum of Art collection databases); www.louvre.fr (Louvre collection databases)
	Unit 10 Optional Theme Knowledge of INDIGENOUS SOCIETIES How reliable are “oral traditions” in preserving cultural heritage in indigenous knowledge		6 hours	Class discussion Group presentations Case studies of certain countries	

	<p>Unit 11 AoK – Mathematics Mathematics gives us certainty, but does it tell us anything about the world? The most successful areas of knowledge, in terms of their predictive power, are those that are amenable to mathematical analysis: and it has been suggested that the laws of nature are written into the language of mathematics.</p>	<p>What exactly is the relationship between mathematics and the world? Is mathematics a language? Is math discovered or invented? What is the relationship between math and science? What is an “elegant” proof? What is a mathematical truth?</p>	<p>8 hours</p>	<p>Short essay Formative assessment Group discussions</p>	
	<p>The TOK essay</p>	<p>Finalizing the essay</p>	<p>8 hours</p>	<p>•completing of TOK essays</p>	
	<p>Knowledge and the Knower: final reflections Coordination with other subject areas IB components</p>		<p>2 hours</p>		

2. LinkswithDiplomaProgrammeteachers

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?

For each area of knowledge, I plan to meet with the departments representative, both IB teachers and non-IB teachers at the minimum of once a month. I will provide an outline of my course. Essential questions will be addressed to each area and meet periodically as the year progresses. I will encourage teachers to send assignments or readings with students to their ToK class, invite IB subject teachers to be guests in my classroom, and I will also maintain constant communication with other IB teachers. IB teachers can also be “guest teachers” of TOK lessons to add variety to our programme, whilst learning from colleagues.

If there is anything to add or any concerns then they are addressed in an open way.

TOK White Board/Message Board - Weekly updates on what we are doing in TOK for the staff to see and then to investigate if needed.

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.

By the end of September students will be introduced to all the requirements for course completion and assessment model. The preparation for the final TOK Exhibition will start in November and they will make their exhibition in June (Year1). The preparation for the TOK essay will start by the end of the Year1, finalizing in December in the Year2.

TOK EXHIBITION

September – first week - Basic requirements for the TOK Exhibition are outlined and examples are given

November – Introduction to the TOK Exhibition structure. Choosing a focus, brainstorming included elements, planning, presenting. Basic requirements. Scoring criteria. Extra support will be given, including collaborative planning with other subjects if needed.

June - At the end of Year1 Individuals/groups meet to conference with instructor to finalize the TOK Exhibition Structure. Review guidelines and scoring criteria. **Final Exhibition.**

TOK Essay

Year1

September – first week - Basic requirements for the TOK Essay are outlined as a part of the Introduction to TOK.

October – May – References to the TOK Essay are made through out the year. Practising writing short essays (400-500 words).

June - Developing essay writing and technical skills, developing their ideas and create a mind map. Analyzing TOK essays (50 excellent TOK essays and essays of former IB students). Expecting a release of a set of 6 prescribed titles 6 months before the submission deadline. Students will get familiar with prescribed titles and make their choice.

Year2

September – practising and presenting essay in written form and discussion about the structure by paragraphs of the essay, TOK essay outline

November – full draft submitted

January – Students will conference one on one with the teacher, **final draft** completed (Each essay will be sent for external assessment)

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)
HUMAN SCIENCES	<p>In our exploration of the understanding the concepts of objectivity, quantification and measurement of human sciences, we will examine a video report (ted.com) on the nature of perceived people differences. Prior to viewing the program, I will be asking students to make "observations" about gender roles. They will discuss these observations and generate a series of questions that they believe are raised by the inevitably conflicting claims that will arise.</p> <p>This process of inquiry will establish a learning set with which to direct our study. All of this will provide them with a basis for reflection after we complete our research. The report itself will make students more knowledgeable about the topic so that they may formulate more authoritative opinions. With developing critical viewing habits we will focus on sequencing, tone, body language, imagery and so on.</p> <p>Since, generally speaking, people read less and receive more information through the visual media, such thinking skills are crucial. These criticisms will encourage students to approach the central issue with a more balanced perspective. Important is their open mind facing any empirical challenge and their knowledge could be used in a principled manner. Given the generally sensitive nature of the topic, I will have to promote a classroom environment that promotes risk-taking. Once we have studied the topic from both sides, students will be asked to write a reflection concerning how their opinions may or may not have changed, as well as how their conception of what may be considered factual was affected by the delivery of the information.</p>

5. International mindedness

Every IB courses 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)
<p>LANGUAGE</p>	<p>As our students are capable to speak by 2 different languages we would focus on the language as a culture carrier in terms of 'How does language reflect culture? How does language shape culture? How language can be a global medium to connect people and their culture?'</p> <p>The usual assumption before students start talking about languages is that languages are different in the sense that grammar is different and pronunciation is different but nothing more than that.</p> <p>So, we would focus on words which are common in many languages and also they carry the part of the nation's culture. I would prepare the list of specific common words which meaning is very global.</p> <p>We will then be trying to formulate different hypotheses why it is so, why we have a tendency use these words and whether we realize the meaning by saying it.</p> <p>We will also talk about differences in body language between different cultures discussing students' personal experience and https://www.businessinsider.com/body-language-around-the-world-2015-3 Which gestures are received as positive or negative ones?</p> <p>Before writing an essay/create a video answering KQs students will get familiar with Sapir-Whorf (sexist language) hypothesis and the current attitude of experts to this idea.</p>

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
HISTORY	<p>Knowledgeable Without in-depth knowledge of history, how countries played their role its hardly to expect our future</p> <p>Open-minded Critically appreciate all information from the sources, seek and evaluate all point of view, willing to grow from the real experience.</p> <p>Reflective Students will get a chance to reflect on the differences in their attitudes towards the question under discussion which will help them better understand their knowledge and misinformation.</p> <p>Thinkers When preparing for the debate about any historical issue/event students will critically evaluate possible arguments and counterarguments, deciding on what strategy and examples to use in this debate.</p> <p>Inquirers With a nature of curiosity students will develop their skills for historical inquiry and archive research.</p>