

Diploma Programme course outline—TOK

School name	Worthington Kilbourne High School		School code	007119
Time distribution	Starting date of TOK course in year 1 of the Diploma Programme	August 15	Ending date of TOK course in year 2 of the Diploma Programme	December 18
Name of the teacher who completed this outline	Jon Sprunger		Date of IB training	Winter 2012 Rice University
Date when outline was completed	Fall 2018		Name of workshop <i>(indicate name of subject and workshop category)</i>	TOK - 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 (as identified in the IB 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="50"/> min		
			In one week there are <input type="text" value="3"/> clas		
Year 1	Introduction to IB What is Knowledge? Absolute v Relativism	Knowledge Questions Knowledge Claims Sources of Knowledge Seeking truth Credibility/Reliability Bias/Fake News/Spin Absolutes v relativism AOK are included as appropriate	12 weeks	In-class work / homework Readings w/ written responses Presentations Projects Section Reading Guides Unit Tests and section quizzes Research Papers Reflection Writings	Van de Lagemaat, Theory of Knowledge for the IB Diploma, 2nd Edition. Cambridge University Press, 2015 Dombrowski, Eileen, IB Theory of Knowledge Course Book: Oxford IB Diploma Program Course Book, 2nd Edition. Oxford University Press, 2013 TOK Online Resources www.ted.com www.youtube.com Hess, Hermann, Siddhartha. Barnes & Noble Books. 2007 Various short stories and academic articles
	Language as a WOK	What is language Meaning & specificity Cultural translation & associating problems, Sapir-Whorf Thesis Labels & stereotypes AOK are included as appropriate	5 weeks		

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		One class is <input type="text" value="50"/> min In one week there are <input type="text" value="3"/> clas		
Perception as a WOK	What senses do we possess (just 5?) Significance of our senses and our perception of the environment optical & auditory illusions-what is true Reality-simulation, dreams, brain in a vat Theories of reality AOK are included as appropriate	5 weeks		Various Short Stories and Articles - A Brain in the Vat - The Mouse Who ate the Cheese - Nacirema - Country of the Blind - Too See or Not to See

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		One class is <input type="text" value="50"/> min In one week there are <input type="text" value="3"/> clas		
Imagination as a WOK	Types of Imagination Does imagination constitute knowledge? Imagination & creativity IQ v. Creativity Imagination gone wrong - fantasy, lies and distortion AOK are included as appropriate	3 weeks		
Memory as a WOK	Types of memory Biology of memory Plasticity of memory Eyewitness memory Bias in memory Culture and memory AOK are included as appropriate	3 weeks		

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			One class is <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;">50</td></tr></table> min In one week there are <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;">3</td></tr></table> clas		
50					
3					
Year 2	Reason as a WOK	Deductive Reasoning Inductive Reasoning Informal Reasoning Fallacies Reason & Certainty AOK are included as appropriate	5 weeks	In-class work / homework Readings w/ written responses Presentations Projects Section Reading Guides Unit Tests and section quizzes Research Papers Reflection Writings	Van de Lagemaat, Theory of Knowledge for the IB Diploma, 2nd Edition. Cambridge University Press, 2015 Dombrowski, Eileen, IB Theory of Knowledge Course Book: Oxford IB Diploma Program Course Book, 2nd Edition. Oxford University Press, 2013 TOK Online Resources www.ted.com www.youtube.com Camus, Albert. The Stranger. Vintage Books, 1998 Various Short Stories and Articles - Freakonomics - Descartes - The Last Hippie - Mere Christianity
	Emotion as a WOK	What are emotions? Primary & secondary Theories of emotion Reason or emotion, which is more prominent in your life? Emotions as an obstacle to knowledge IQ v. EQ AOK are included as appropriate	6 weeks		
	Intuition as a WOK	Credible source of knowledge? Unconscious guide? Morality and Ethics Cognitive Bias AOK are included as appropriate	3 weeks		

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		One class is <input type="text" value="50"/> min In one week there are <input type="text" value="3"/> clas		
Faith as a WOK	What is faith? What do you have faith in? Is there a difference? Faith, intuition and emotion Defending and refuting Superstitions Do you have faith outside of religion? Absolutes v. relativism AOK are included as appropriate	3 weeks		
TOK Presentation	See below	4 weeks		
TOK Essay	See below	4 weeks		
		total time in TOK is 55 weeks and 137 hours		

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?

TBT Groups

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.

Bi-monthly IB teacher meetings

Release days for IB staff (2018 we were given 2 days)

Collaboration with the entire Dublin City Schools IB program in 2017 (teachers and students)

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.

TOK Presentation

Year 1

- August - Basic requirements for the TOK Presentation are outlined and examples are given.
- October - All year 1 students are required to attend the presentations of the year 2 students. This gives the year 1 students the opportunity to view and interact in the class discussions that follow. The organization for the presentations is to allow two individual presentations (10 +/- minutes) per class period followed by class discussion (10 +/- minutes). Class periods are 50 minutes in length. By observing the Year 2 presentations, year 1 students obtain a very clear understanding about what is required and how layout the presentation. Viewing the presentations also should instigate students to begin searching for a real world situation to examine.
- November through April - Frequent references to the TOK Presentation as we identify, discuss, and elaborated on Real World Situations in the realm of the TOK curriculum.
- May - At the end of year 1, we revisit the requirements of the TOK Presentations and encourage the students to search for their real life situation that they will commit to investigating in September of Year 2.

TOK Presentation

Year 2

- August - The Year 2 students begin their fall semester with a reintroduction of the TOK Presentation. They are given the TK/PPD form and instructed on how to properly fill in the required slots. We review knowledge claims and knowledge questions. They are given a self-help presentation outline that aids in their planning. They are reminded and given a date for them to commit to their chosen topic (mid September).
- September - Once topics are chosen, library time is established to give students time to research their topics. After the initial research, they are required to conference with the instructor to review the first two pages of the TK/PPD form. The focus of this first meeting is ensure they have transferred their RLS into an acceptable and appropriate knowledge question, and review their outline for the presentation. Presentation exemplars are shown to the class and the rubrics are used as a means of comprehending what is expected.
- October – Presentations days are established based on the knowledge claim. An effort is made to align knowledge claims that relate to one another to ensure lively discussions following each presentations. Two presentations are set for each class period. This provides ample time for presentations and follow up questions from the audience. Fully completed TK/PPD forms are due prior to the presentations. Each presentation is video recorded and used later for teacher grading purposes.

TOK Essay

Year 1

- September - Basic requirements for the TOK Essay are outlined and when the current year 2 questions are released, the year 1 class is shown the questions and a class discussion ensues.
- October – May – References to the TOK Essay are made through out the year.

Year 2

- September – When the current TOK essay prompts are released, the class is split up into groups and each group is assigned a question. They are to unpack the questions and lead a group discussion with the intent of sparking interest in the questions. The class is instructed to revisit and ponder the questions over the next few week as to which one they would like to answer.
- Late October – The essay prompts are revisited. The class is introduced to the TOK essay rubric, and exemplars to read and mock grade. Requirements are clearly laid out and the TK/PPF form is given to each student.
- Early November – Students are asked to commit to the prompt they feel they can answer best. Library time is given for research, writing, and individual

conferences with the teacher.

- Late November – Rough drafts are due and the class will partake in a peer review. Students will exchange essays and peer edit each others papers based on the TOK Essay Rubric. Students will then be given time to amend their essays and return to class for a second round of peer editing.library time is given to begin the creative process
- December – Students will conference one on one with the teacher, where the student will provide a final rough draft. Final electronic versions of the paper along with the TK/PPF form are submitted prior to the end of the semester in December.

4. 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)
View of the world as seen through the eyes of a Buddhist, and Hindu and a Christian	<p>Knowledge can be seen as the shared legacy of mankind, a legacy which has been shaped and influenced by a wide range of people and cultures over thousands of years. The speed and size of the total accumulation of knowledge is evolving at an astonishing rate. We live in a time where our world is ever shrinking and the importance of global interconnectedness is become more and more important. Exposing students to knowledge claims from around the world is an essential aspect of this course. Teaching in a suburban town in Midwest American makes exposure to non-western sources of knowledge a constant challenge. It is not the sources/examples of knowledge that is the challenge. We use various written sources that represent a host of global perspectives. The biggest hurdle is the unconscious use of bias from the instructor. For example, the use of guest speakers is an authentic method for introducing global perspectives.</p> <p>As an introduction to this course, we read the book Siddhartha by Hermann Hesse. It is a classic that introduces the students to the search for truth, fulfilment and sense of purpose in life. The story is pertinent to students who in a matter of 20 months will be leaving the safety and security of their parents and seeking their own answers. In this book, the main character grows up under the belief that he will fulfil his role as a Hindu priest. Rejecting this path, he becomes an aesthetic monk. He then moves onto the teachings of the Buddha. The main character in the novel refers to the use of Om as an aspect of worship. This brought up a number of questions from the students as to its meaning/significance. At this point, I brought in an Indian guest speaker who is Hindu to speak about the religious traditions of India and her experiences within Hinduism. This gives the students a primary source, void of the western bias.</p>

5. 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
Absolutes v. Relativism	<p>This topic is a common theme that runs throughout the entire course. It is first introduced early in the course as we are asking general questions about truth and knowledge. The question asked is whether there is anything we know to be true? Is there truth that stands the test of time or does truth/knowledge change? This argument coincides with the novel Siddhartha, as the main character attempts to find meaning in life. He begins his journey and seeks the answers in the world around him. As we venture into the WOK, this question returns. Students are forced to <u>critically think</u> about their lives and what they determine to be true. As we progress through the AOK, the students are asked to investigate truth and knowledge in science, math, culture, psychology, history, politics, etc. The students are forced to <u>inquire</u> and research various topics, viewpoints, and societal/cultural beliefs. They are assessed by personal essays, where I demand they come to a conclusion in a <u>balanced</u> response that identifies multiple perspectives. The class partakes in Socratic Seminars and debates, where the students are forced to publically provide evidence to support their beliefs while being <u>open-minded</u> to those with opposing views. This is especially true towards the end of the course when we are dealing with faith as a way of knowing. Much of what is done in class is centered on seeking answers to questions and being <u>reflective</u> on one's ultimate beliefs. I often tell my students that I will propose a great number of questions for them over the three semesters, but I do not have, nor will I provide the answers.</p>