

Diploma Programme course outline – TOK			
School name	Gymnazium a SOS Rokycany		School code 061768
Time distribution	Starting date of TOK course in year 1 of the Diploma Programme	5 th September 2022	Ending date of TOK course in year 2 of the Diploma Programme 30 th April 2024
Name of the teacher who completed this outline	Bartova Kamila, Reynaert Barbora		Date of IB training March 27 – 29, 2021
Date when outline was completed	05/2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	TOK 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) <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 45 minutes. In one week there are 2 classes.		
Year 1	Core theme Knowledge and the knower – Initial Explorations	<p>Introducing key concepts – knowledge questions and ToK framework.</p> <p>Starting with practical work: APPLE from different perspectives: Direct sense (what is the taste of an apple?), science, poetry, art, religion, economy, memory, IT...</p> <p>Discussion: Different ways of knowing, Knowing and ignorance – How do we know? Is ignorance bliss? Additional materials: see Resources</p> <p>Further discussions will be based on selected knowledge questions organized by ToK framework (the 4 elements)</p> <p>Methodology of dealing with the knowledge questions:</p> <ul style="list-style-type: none"> • Class discussion • Discussion in small groups followed by sharing the outcome • Reflective individual/pair/group writing • Small in-class group presentations • Think-Pair-Share <p>Examples of knowledge questions taken from ToK textbook: How do individual experts in an area of knowledge manage to have their knowledge accepted by other experts in that area of knowledge (AOK)? Does the knowledge or experience of an individual have the same relevance in the construction of knowledge in different AOKs?</p>	9 hours (12 classes)	In-class assessment will include a wide range of formative assessment instruments: *oral feedback in class (e.g. regular warm-up activity based on the observation of the twelve ToK Concepts, class discussions of knowledge questions) *written feedback (e.g. reflective reading-writing) *individual oral feedback (e.g. reflective small-scale writing) *peer review (e.g. small in-class presentations) *strategic questions from the teacher (e.g. games, quizzes, surveys, questionnaires) *think-pair-share strategy applied to various topics	IB course books; computers, multimedia projectors, touch boards, speakers, and high-speed Wi-Fi, computer lab, library resources; teacher resource materials including textbooks, subject guides and teaching methodology material; a link to the library of Western Bohemia University in Pilsen which enables students and teachers to use a wide variety of resources, magazine articles, fiction and non-fiction literature, etc. printing and scanning stations available to students and teachers

		Introducing the 12 ToK concepts: students will be asked to learn them by heart and observe their occurrence in real life. Discussing these occurrences will be used as a regular warm-up activity to start the class.		Throughout the semester, every student will be required to give one small presentation (up to 5 minutes long) and one small paper (1 standard page) based on a selected topic covered in the classes.	enabling them to work with and create various teaching and learning materials. Overall, the amount and quality of available resources is sufficient to give effective support to the TOK course.
Optional themes Knowledge and language		Introduction of the theme, warm-up (Concept occurrence – fresh experience), reading and watching two videos (in different classes - Monty Python and The Last Speakers) to get the student’s thinking going, followed by a discussion (class/group/pair), reflective writing, quizzes, games. One of the topics for discussion used in this optional theme will be “language fallacy”. Further discussion of selected knowledge questions using the above-mentioned methodology, organized by the 4 elements. Do people from different linguistic or cultural backgrounds live, in some sense, in different worlds? Can all knowledge be expressed in words or symbols? Does the transmission of knowledge from one person or generation to another depend on language? To what extent does language allow us to make our private experiences public? What knowledge might be lost if the whole world shared one common language?	10 hours (13 classes)	The presentations and papers will be evaluated using assessment criteria set forth in the IB ToK guide.	Examples of materials used: *Plato: Republic, Allegory of the Cave (Core theme) *W. Whitman: Song of Myself (Core theme and Final reflections) *The Truman Show (1998) (film) (Core theme) *K. Mansfield: Bliss (Core theme) *J. Cambell: The Power of Myth (Core theme, Knowledge and indigenous cultures) *Ruth Benedict: Anthropology and the Abnormal (1932) (Ethics, Indigenous Cultures) *Monty Python and the Holy Grail (film,
Areas of knowledge Overview of all the areas		Introduction of the areas, warm-up activities, discussions, quizzes, presentations. Refreshing the knowledge of the ToK framework, seeing how the four elements fit with various aspects of the areas, internalising this knowledge. Selected knowledge questions for discussion: How do individuals such as yourself make knowledge? How what you do to make your personal knowledge (both of academic content in the various areas of knowledge and in your everyday dealings with the	10 hours (13 classes)		

		<p>world) differs or is similar to the ways that other people make knowledge?</p> <p>What counts as knowledge in mathematics/the natural sciences/the human sciences/history/the arts?</p> <p>How does the appreciation of different perspectives enrich our understanding of history?</p>			<p>1975) (Methods and Tools, Language)</p> <p>The Last Speakers (documentary, Language, Indigenous cultures, Methods and Tools)</p> <p>Further sources: www.ted.com</p>
	<p>Optional themes</p> <p>Knowledge and indigenous societies</p>	<p>Introduction of the theme, warm-up (concept occurrence – fresh experience), reading/watching relevant videos followed by a discussion (class/group/pair), reflective writing, quizzes, games. One of the classes will be focused on initiation rituals (see section 4).</p> <p>Selected knowledge questions for a discussion: How have government education policies and systems compromised the transmission of Indigenous knowledge?</p> <p>In what ways do different areas of knowledge and communities of knowers create structures which make their knowledge different from others?</p> <p>Does our culture determine what we know?</p> <p>Does it matter if one culture describes natural phenomena one way, while another describes them another way?</p>	9 hours (13 classes)		
	<p>Areas of knowledge</p> <p>History</p>	<p>Introduction of the topic, warm-up (concept occurrence), reading/watching relevant videos followed by a discussion (class/group/pair), reflective writing, quizzes, games.</p> <p>Selected knowledge questions for a discussion: Is it possible to have knowledge of the past?</p> <p>Do other areas of knowledge rely on the choices made by individuals as much as history? How does this affect the quality of the knowledge produced?</p> <p>Is it possible in other AOKs to describe the same phenomenon in different ways?</p>	10 hours (13 classes)		

	TOK exhibition (internally assessed)	The TOK exhibition explores how TOK manifests in the world around us, students are therefore asked to base their exhibition on one of the TOK themes (either the core theme or one of the optional themes), three objects that connect to one of the 35 'IA prompts' and a written commentary on each object. Further instruction will be provided by the teacher. If possible, the completed exhibitions will be showcased and exhibited to an audience.	8 hours (11 classes)	Exhibition, as described in the Content	
Year 2	Areas of knowledge The human sciences	Introduction of the topic, warm-up (concept occurrence – fresh experience), reading/watching relevant videos followed by a discussion (class/group/pair), reflective writing, quizzes, games. Selected knowledge questions for a discussion: Do some AOKs have more 'predictive power' than others? How does this relate to the respective scopes of those AOKs? Is it possible to discover laws of human behaviour in the same way that the natural sciences discover laws of nature? Is it possible to discover laws of human behaviour in the same way that the natural sciences discover laws of nature?	8 hours (11 classes)	Apart from the formative assessment instruments used to check the student's learning in class and out of class (see year 1), every student will be required to give one small presentation (up to 5 minutes long) and one small paper (1 standard page) based on a selected topic covered in the classes.	IB course books; computers, multimedia projectors, touch boards, speakers, and high-speed Wi-Fi, computer lab, library resources; teacher resource materials including textbooks, subject guides and teaching methodology material; a link to the library of Western
	Areas of knowledge The natural sciences	Introduction of the topic, warm-up (concept occurrence – fresh experience), reading/watching relevant videos followed by a discussion (class/group/pair), reflective writing, quizzes, games. Selected knowledge questions for a discussion: Should the natural sciences be regarded as a body of knowledge, a system of knowledge or a method? In the natural sciences, reliability is established in part through careful experimental design. What features of knowledge in other areas of knowledge help us to determine its reliability? Are those features more similar to or more different from the experimental design of the natural sciences?	7 hours (10 classes)	The presentations and papers will be evaluated using assessment criteria set forth in the IB ToK guide.	Bohemia University in Pilsen which enables students and teachers to use a wide variety of resources, magazine articles, fiction and non-fiction literature, etc. printing and scanning stations available to students and teachers

	<p>Areas of knowledge The arts</p>	<p>Introduction of the topic, warm-up (concept occurrence – fresh experience), reading/watching relevant videos followed by a discussion (class/group/pair), reflective writing, quizzes, games.</p> <p>Selected knowledge questions for a discussion: Are the arts best seen as a system of knowledge, a type of knowledge or a means of expressing knowledge? Do any of the other AOKs rely in such an integral way on the personal world view of the person who is working on generation knowledge? Why or why not? A sense of aesthetic is important in the arts. Does it have the same kind of importance for knowledge generation in any other areas of knowledge such as mathematics or history?</p>	8 hours (11 classes)		<p>enabling them to work with and create various teaching and learning materials.</p> <p>Overall, the amount and quality of available resources is sufficient to give effective support to the TOK course.</p>
	<p>Areas of knowledge Mathematics</p>	<p>Introduction of the topic, warm-up (concept occurrence – fresh experience), reading/watching relevant videos followed by a discussion (class/group/pair), reflective writing, quizzes, games.</p> <p>Selected knowledge questions for a discussion: Should mathematics be defined as a language? Do any other AOK have a language or function as a language in the way that mathematics does? How does the use of symbols in mathematics to convey meaning differ from the use of symbols in the arts to convey meaning? Are there similarities? How significant have notable individuals been in shaping the nature and development of mathematics as an area of knowledge?</p>	7 hours (9 classes)		
	<p>TOK essay on a prescribed title (externally assessed)</p>	<p>The TOK essay engages students in a formal, sustained piece of writing in response to one of the six titles that are prescribed by the IB for each examination session. These titles take the form of knowledge questions that are focused on the areas of knowledge. It is not primarily a research paper, but it is expected that specific sources will be used, and these must be</p>	10 hours (13 classes)	ToK Essay, as described in the Content	

		acknowledged. Further instruction will be provided by the teacher.			
	Core theme Knowledge and the knower – Final Reflections	<p>Conclusion, re-framing and re-visiting the Core theme classes from two years before, final reflections.</p> <p>Anonymous feedback.</p> <p>Summarising, reflective discussion of the selected questions that had been discussed before – examining the progress:</p> <p>What shapes my perspective as a knower? (Core theme: Knowledge and the Knower)</p> <p>What shapes our personal experience of the world? (Core theme: Knowledge and the Knower)</p> <p>How important is language in communicating and sharing knowledge? (Knowledge and Language)</p> <p>How can learning about the way that other cultures perceive the world help you to develop the trait of open-mindedness? (Knowledge and Language, Knowledge and Indigenous Societies)</p> <p>Can we empathize with other cultures and remain objective? (Knowledge and Indigenous Societies)</p> <p>How does the appreciation of different perspectives enrich our understanding of history? (History)</p> <p>Can we ever be completely objective in our study of ourselves? (The Human Sciences)</p> <p>What conventions and methods do we use to shape effective scientific inquiry? (The Natural Sciences)</p> <p>How and what does art communicate to an audience? (The arts)</p> <p>How do we use critical and creative thinking to solve mathematical problems and apply mathematical knowledge in the real world? (Mathematics)</p> <p>How do the course concepts help us to identify and understand patterns of knowledge-making across TOK topics?</p>	7 hours (9 classes)		

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?

We plan to schedule monthly meetings with both IB and non-IB teachers based on the area of knowledge studied at that particular period. We will provide an outline of the course and knowledge questions related to each area we will address in the ToK classes. Likewise, we will expect and encourage teachers to consult us on any issues associated with ToK that arise in their classes. Another goal is to invite DP teachers to be guests in our classes and to offer them to be guests in theirs. We will, of course, maintain constant communication with our colleagues even outside of the scheduled meetings.

The IB teachers are already familiar with the basic ToK concepts and know how to apply them. To enhance their knowledge, skills and confidence, we have planned the first practical workshop (Sept. 2021). It will be focused on the use of Knowledge framework in organizing their classes and incorporating the ToK Concepts. Other workshops will follow based on what will arise as useful or 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.

The requirements and assessment tools will be introduced immediately after the introductory part of the course, as soon as the students get familiar with the basic concepts, strategies and patterns of thinking that will be used and amplified during the two years of the ToK programme. As a training for the Exhibition and ToK essay, each concluding one of the two study years, the students will be assigned smaller presentations and papers throughout the course. These will be assessed internally using the ToK criteria so that these items become common language.

At the end of the first year, students will hand in and, if possible, showcase the Exhibitions following the requirements described above. Details will be given, and students' queries will be discussed in class with the teacher. Possible uncertainties will be clarified in the process of formative assessment of the smaller preparatory assignments preceding the Exhibition (smaller presentations) in the first year and ToK Essay (smaller papers) in the second.

Apart from the time spent in the classroom and working independently at home, students will be offered one-to-one consultation time with their teacher - according to the ToK guide criteria - to produce high-quality work expected from them and to fulfil the IB learner profile.

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)
<p>Knowledge and Indigenous Societies</p>	<p>Students' <i>critical thinking</i> and <i>research skills</i> are improved and developed through inquiry-based teaching, one of the IB approaches to teaching. In harmony with the quote: "Inquiry begins with the development and implementation of a plan to satisfy curiosity" (Chichekian & Shore, 2014), we will find an interesting topic for the students and create a set of "wonderment" questions - questions that are not to be answered by textbooks or on the internet. Further research will not be encouraged, instead the students will be urged to get their own thinking going.</p> <p>Example: Sateré-Mawé initiation rites, as presented in the chapter Knowledge and Indigenous Societies (Hodder 2020, p. 165).</p> <p>The topic is intriguing and "exotic" enough, as well as tinted by the "charm of the unknown", to raise the student's curiosity. The teacher will open a discussion based on knowledge questions: How is this particular ritual related to knowledge? What is the role of an initiation ritual in acquiring and sharing knowledge? How is the knowledge of a man becoming an adult established and justified in Sateré-Mawé community? How different is the same kind of knowledge in the context of European society, and how is it established and justified there?</p> <p>Finally, the teacher will encourage students to formulate their relevant knowledge questions of their own.</p>

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)
Knowledge and Indigenous Societies	<p>Topic: Knowledge and Indigenous Societies</p> <p>Can we empathise with other cultures and remain objective?</p> <p>In addition to the textbook study and for the students to be able to discuss this question insightfully and knowledgeably, they will be introduced to the basic concepts, fieldwork strategies, and dilemmas of cultural anthropology. Then they will familiarise themselves with the subject's methodological focus on the multiplicity of perspectives and with the scale of questioning ranging from "What are the differences between people?" to "What is it to be human?". Gaining this knowledge, students will further develop as caring individuals with the scope significantly transcending their immediate surroundings.</p> <p>The source materials will include selected parts of the BBC documentary <i>Tales from the Jungle</i> (2009) and BBC Radio4 programme <i>From Savage to Self</i> (2017). We have chosen this topic because one ToK team member is a qualified anthropologist and active researcher in the area and can, apart from the ToK lead, offer first-hand insights into the topic.</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>Learner profile: Open-minded and reflective</p> <p>How does the appreciation of different perspectives enrich our understanding of history?</p> <p>What measures can you take to overcome your own biases?</p> <p>In the chapter <i>History</i> in the ToK textbook (Hodder 2020), students start by getting familiar with two completely different accounts of the same event: <i>The Wounded Knee</i> (battle/incident/massacre). This will lead them to think differently about the events from their own country's history that they know from their history classes and whose one interpretation/one perspective they have taken for granted. Assuming that there might be other perspectives to see these events from, the students will be encouraged to investigate the circumstances and differing accounts (scientific, narrative, artistic or other) of the selected history event on their own, in groups or with the help of their history teacher.</p> <p>Alternatively, the class may agree on one particular event, and the history teacher may be a guest in the ToK class to answer the students' queries and participate in a discussion moderated by the ToK teacher. By participating in these activities, the students will further develop as open-minded and reflective individuals, much less prone to being biased when dealing with information of any kind.</p>