

DP Unit Planner

Teacher(s)	TOK PLC	Subject group and course	IB CORE Theory of Knowledge		
Course part and topic	UNIT 1: INTRODUCTION	SL or HL/Year 1 or 2	YEAR 1	Dates	(1 Week)
Unit description and texts		DP assessment(s) for unit			
Understand the nature of TOK, as well as, how it fits within the scope of the IB Core.		<p>Presentation: Key Thinkers in the Realm of Knowledge (Drawing Implications) Writing Assignment: Drawing Implications about Knowledge based on presentations.</p> <p><i>To what extent does the use of statistics create different ethical responsibilities than other uses of math?</i></p>			

INQUIRY: establishing the purpose of the unit

<p>Transfer goals</p> <p><i>List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.</i></p>
<p>Students will use their learning of perspectives/worldview to interpret and draw implications from the classic ideas of key thinkers in the realm of knowledge.</p>

ACTION: teaching and learning through inquiry

Content/skills/concepts—essential understandings	Learning process <i>Highlight any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i>
<p>Students will know the following content:</p> <ul style="list-style-type: none"> ● Explanation of TOK/EE Bonus Points ● Types of Knowledge ● Theories of Determining Truth ● Types of bias in knowledge <p>Students will develop the following skills: Ability to consider multiple perspectives and draw conclusions and implications.</p> <p>Students will grasp the following concepts: Our own personal worldview affects how we gather and interpret knowledge. There is not a singular approach to understanding the world around us.</p>	<p>Learning experiences and strategies/planning for self-supporting learning:</p> <p>Lecture Socratic seminar Small group/pair work PowerPoint lecture/notes Individual presentations Group presentations (Summative) Student lecture/leading Interdisciplinary learning</p> <p>Details:</p> <ul style="list-style-type: none"> ● Content overview of TOK (PPT) ● Explanation of TOK/EE Bonus Points (PPT) ● Types of Knowledge (PPT + Pairs discussion) ● Theories of Determining Truth (PPT + Activity Below) ● Role of bias in knowledge (PPT + Pairs discussion) <p>Formative assessment:</p> <p>Evaluating knowledge claims through the three types of determining truth. (Evaluating Knowledge Questions)</p>

	<p>Summative assessment:</p> <ul style="list-style-type: none"> • Presentation: Key Thinkers in the Realm of Knowledge (Drawing Implications) • Writing Assignment: Drawing Implications about Knowledge based on presentations.
	<p>Differentiation:</p> <p>Affirm identity—build self-esteem Value prior knowledge Scaffold learning Extend learning</p> <p>Details: Students will affirm their own identity by investigating their own worldview and perspectives. Students will begin to value prior knowledge through understanding how their past affects their interpretation of the present.</p>

<p>Approaches to learning (ATL) <i>Highlight any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.</i></p>
<p>Thinking Social Communication Self-management Research</p>

Details: Students will research information about Key Thinkers in Knowledge (searching) and then present that information to the class (oral communication and conveying messages understandably to others).

Language and learning <i>Highlight any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see the guide.</i>	TOK connections <i>Highlight any explicit TOK connections made during the unit.</i>	CAS connections <i>Highlight any explicit CAS connections. Provide a brief note in the "details" section explaining how students engaged in CAS for this unit, if applicable.</i>
<p>Activating background knowledge Scaffolding for new learning Acquisition of new learning through practice Demonstrating proficiency</p> <p>Details: Students will be activating background knowledge as part of this introductory stage to TOK through small, structured collaborative groups: thinking about what they already know and have experienced and sharing that with others. They will use that as a basis for building an understanding for the type of thinking required for TOK.</p>	<p>Personal and shared knowledge Ways of knowing Areas of knowledge The knowledge framework</p> <p>Details: N/A</p>	<p>Creativity Activity Service Details:</p>
Resources <i>List and link (if applicable) any resources used in this unit.</i>		
<ul style="list-style-type: none"> ● IB TOK Guide ● Various on-line resources for research 		

REFLECTION: considering the planning, process and impact of the inquiry

What worked well <i>List the portions of the unit (content, assessment, planning) that were successful</i>	What didn't work well <i>List the portions of the unit (content, assessment, planning) that were not as successful as hoped</i>	Notes/changes/suggestions: <i>List any notes, suggestions, or considerations for the future teaching of this unit</i>