

## DP Unit Planner

Teacher(s)	TOK PLC	Subject group and course	IB CORE Theory of Knowledge		
Course part and topic	UNIT 2: Shared vs. Personal Knowledge	SL or HL/Year 1 or 2	YEAR 1	Dates	(2 Weeks)
Unit description and texts		DP assessment(s) for unit			
Understand the construction of shared and personal knowledge.  Understand the roles played by the areas of knowledge and ways of knowing in the construction of shared and personal knowledge.		Group Evaluation of Areas of Knowledge—shared vs. personal. (AOK/WOK-Perspectives)			

### ***INQUIRY: establishing the purpose of the unit***

<b>Transfer goals</b>  <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>
<b>Students will be able to use their learning about personal and shared knowledge in application to real-world situations and areas of knowledge.</b>

### ***ACTION: teaching and learning through inquiry***

Content/skills/concepts—essential understandings	Learning process
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	<p><i>Highlight any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i></p>
<p><b>Students will know the following content:</b></p> <ul style="list-style-type: none"> <li>• Nature of shared vs. personal knowledge</li> <li>• Role of culture in shared knowledge</li> <li>• Small knowledge communities vs. large knowledge communities</li> </ul> <p><b>Students will develop the following skills:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to analyze the value and limitations of personal and shared knowledge within AOKs.</li> <li>• Students will be able to evaluate how knowledge that originates in small knowledge communities can be affected by being shared with larger knowledge communities.</li> </ul> <p><b>Students will grasp the following concepts:</b></p> <ul style="list-style-type: none"> <li>• The ways that knowledge demonstrates itself personally can be different from how it demonstrates itself in a shared way.</li> <li>• Today’s global world presents difficulties preserving small knowledge communities.</li> </ul>	<p><b>Learning experiences and strategies/planning for self-supporting learning:</b></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"> <li>• Nature of shared vs. personal knowledge (PPT with embedded activities)</li> <li>• Role of culture in shared knowledge (Focus on Indigenous Knowledge Systems + Group research on indigenous group + essay)</li> <li>• Small knowledge communities vs. large knowledge communities (Group Activity)</li> </ul> <p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Gardner’s Multiple Intelligences Evaluation</li> <li>• Indigenous Systems Group Research</li> <li>• Graphic Representation of Small vs. Large Knowledge Communities</li> </ul>

	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Group Evaluation of Areas of Knowledge—shared vs. personal. (AOK/WOK-Perspectives)</li> </ul>
	<p><b>Differentiation:</b></p> <p>Affirm identity—build self-esteem Value prior knowledge <b>Scaffold learning</b> Extend learning</p> <p>Details: Lessons are designed to build concentric understanding of each individual’s complex interaction with personal and shared knowledge.</p>

<p><b>Approaches to learning (ATL)</b> <i>Highlight any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.</i></p>
<p><b>Thinking</b> <b>Social</b> Communication Self-management Research</p> <p>Details: Higher-order thinking that involves application of ideas to real situations, as well as analysis and evaluation of knowledge. Most of the activities in this unit are group-oriented, developing collaboration skills and relationship-building as students share ideas and meet goals.</p>

<b>Language and learning</b> <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>	<b>TOK connections</b> <i>Highlight any explicit TOK connections made during the unit.</i>	<b>CAS connections</b> <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>
Activating background knowledge Scaffolding for new learning <b>Acquisition of new learning through practice</b> Demonstrating proficiency  Details: Students will orally deliver several tasks in this unit, showing that they can articulate their learning clearly and understandably.	Personal and shared knowledge Ways of knowing Areas of knowledge The knowledge framework  Details:  <b>N/A</b>	<b>Creativity</b> Activity Service Details:
<b>Resources</b> <i>List and link (if applicable) any resources used in this unit.</i>		
<ul style="list-style-type: none"> <li>● Internet-based encyclopedia resources</li> <li>● Various on-line resources for information about each AOK.</li> </ul>		

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

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

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