

MCS TOK Y2 Subject Group Overview

MCS THEORY OF KNOWLEDGE SUBJECT GROUP OVERVIEW 2024-2025 YEAR 2 (FALL SEMESTER)

Unit Name	Last Semester Refresher	Knowledge and Natural & Human Sciences	Knowledge and History	Knowledge and the Arts	Knowledge and Mathematics	TOK External Assessment (TOK Essay)
Time Frame	1 Week	3 weeks	3 Weeks	4 Weeks	3 Weeks	4 Weeks
Standards/ IB Topics	Review content from Spring Semester <ul style="list-style-type: none"> - What is knowledge? - Knowledge Framework 	Explore how Human Science and Natural Science are used as structures for the production and interpretation of knowledge. Literacy Standards: L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2	This unit focuses on the required Area of Knowledge: History. It will reflect the following TOK Aims: <ol style="list-style-type: none"> 1. exposing students to ambiguity and uncertainty. 2. encourage students to be more aware of their own perspectives and reflect critically on their own beliefs and assumptions. 3. engage students with multiple perspectives. 4. prompt students to consider the importance of values, responsibilities and ethical concerns relating to this AOK. Literacy Standards: L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2	This unit focuses on the required Area of Knowledge: The Arts. It will reflect the following TOK Aims: <ol style="list-style-type: none"> 1. exposing students to ambiguity and uncertainty. 2. equip students to navigate and make sense of the world. 3. engage students with multiple perspectives. 4. encourage students to make connections between academic disciplines. 5. prompt students to consider the importance of values, responsibilities and ethical concerns relating to this AOK. Literacy Standards: L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2	This unit focuses on the required Area of Knowledge: Mathematics. It will reflect the following TOK Aims: <ol style="list-style-type: none"> 1. exposing students to ambiguity and uncertainty. 2. equip students to navigate and make sense of the world. 3. engage students with multiple perspectives. 4. encourage students to make connections between academic disciplines. 5. prompt students to consider the importance of values, responsibilities and ethical concerns relating to this AOK. Literacy Standards: L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2	All previous topics combined.

MCS TOK Y2 Subject Group Overview

Content Specific Information	<p>TOK overview + it's place in the IBDP Core.</p> <p>Core Theme + Areas of Knowledge Framework and Major Concepts</p> <p>Knowledge Questions</p> <p>Knowledge vs. Opinion</p> <p>Justification vs. Truth</p>	<ul style="list-style-type: none"> ● Scope ● The common understanding of what "science" is. ● The basic similarities and differences between natural and human sciences. ● How the ideas of precision, verification, and repetition are reflected in each type of science. ● The sources of bias in scientific endeavors. ● The ways in which ethics can be applied to scientific inquiry. 	<ul style="list-style-type: none"> ● Scope <ul style="list-style-type: none"> ○ what counts as history. ○ certainty in history ○ Comparison of certainty in history and natural science. ● Perspective <ul style="list-style-type: none"> ○ Understanding the difference between objective history and interpreted history. ○ Point of View vs. Multiperspectivity ● Methods and Tools <ul style="list-style-type: none"> ○ difference between historical research and historiography ○ textbooks as an example of partiality or impartiality ○ ways to be more impartial in the study of history. ● Ethics <ul style="list-style-type: none"> ○ Revisionist history and political motivations to change historical interpretation (Hungary & Russia) ○ Influence of regional culture and politics on textbooks in the U.S. 	<ul style="list-style-type: none"> ● Scope <ul style="list-style-type: none"> ○ Limitations of art--how do we define art? ○ What counts as art? ● Methods and Tools <ul style="list-style-type: none"> ○ role of imagination and how it pairs with emotion and reason. ○ the influence of imagination, emotion and reason in two different art genres. ○ Is art ever truly unique? ● Perspectives <ul style="list-style-type: none"> ○ Concepts of Beauty ○ Intentionality of Art (life imitating art/art imitating life) ● Ethics <ul style="list-style-type: none"> ○ three different approaches to the connection between ethics and art. <ul style="list-style-type: none"> ■ The art itself ■ The artist ■ The public 	<ul style="list-style-type: none"> ● Scope <ul style="list-style-type: none"> ○ Thinking about math as a language ○ Is math discovered or invented? The usefulness of math in the real world and its intersection with the other AOKs. ● Methods and Tools <ul style="list-style-type: none"> ○ The nature of proofs and then these three activities to illustrate the concept. ○ Compare and contrast mathematical reasoning vs. scientific reasoning. ● Perspectives <ul style="list-style-type: none"> ○ Did things like the calculation of the area of a square exist before we "discovered" it? Are there mathematical truths that currently exist even though we don't know about them yet? ○ The ways cultures have used math in history. ● Ethics <ul style="list-style-type: none"> ○ Focus on the extent to which global problems like hunger, housing, child mortality, etc. can be understood and solved through mathematics. ○ Which additional AOKs might need to be integrated with math to find solutions? 	<p>Providing a clear, coherent and critical expiration of an essay title provided by IBO.</p> <p>Discussion that is linked to the title and the areas of knowledge.</p> <p>Clear arguments that are coherent and supported by specific examples.</p> <p>Provide implications of the argument.</p> <p>Clear awareness and evaluation of different points of view.</p> <p>Literacy Standards: L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2</p>
-------------------------------------	---	--	---	--	--	---

MCS TOK Y2 Subject Group Overview

Common Assessments / Performance Projects	Common Assessments Title and Criterion:	Common Assessments Title and Criterion:	Common Assessments Title and Criterion:	Common Assessments Title and Criterion:	Common Assessments Title and Criterion:	Common Assessments Title and Criterion:
	Diagnostic Formative Assessments	<i>Writing Assignment:</i> Practice Essay that addresses a Knowledge Question relating to both AOKs.	Individual Essay Assignment: Write an essay that addresses one of three prompts that are based on KQs. <ol style="list-style-type: none"> 1. Discuss this statement: It is impossible to know who we are without knowledge of the past. 2. Discuss this statement: It is unfair to judge the people and actions of the past by the standards of today. 3. Discuss this statement: Imagination is more important in history than in any other area of knowledge. 	Choose one of the two prompts to use as we work through some practice activities for your TOK Essay. The final product will be an outline of an essay that follows the same thought process needed for your TOK Essay. So consider which of the prompts you understand most clearly. <ul style="list-style-type: none"> ● “Art is a lie that brings us nearer to the truth” (Pablo Picasso). Evaluate this claim in relation to a specific art form (for example, visual arts, literature, theater) as well as another Area of Knowledge. <ul style="list-style-type: none"> ○ For this, you would evaluate the degree to which the statement is true, but then compare it to another Area of Knowledge. For example, why might this statement not be accurate for something like Natural Science? ● To what extent do we need evidence to support our beliefs in different areas of knowledge? Discuss this question with reference to the Arts and one other Area of Knowledge. <ul style="list-style-type: none"> ○ For this, you would consider the degree to which evidence provides support for our 	Students will choose one of the following questions to explore as a group of three or four. Groups will prepare a brief slide presentation that will do the following: <ol style="list-style-type: none"> 1. Explain the question in your own words. 2. Develop three different perspectives/approaches to answering the question. The first perspective/approach should be stated as a claim, and the second and third should be stated as counterclaims that are built on the previous perspective(s)/approach(es). 3. Draw a final conclusion about the question chosen. <p>Potential questions:</p> <p><i>To what extent is progress harder to make in mathematics than in other areas of knowledge?</i></p> <p><i>Discuss this statement: Mathematics is the only AOK that is unbiased.</i></p> <p><i>To what extent is it possible to “experience” mathematics?</i></p>	Review of Exemplars & Rubric TOK Essay Outline TOK Essay Rough Draft TOK Essay Final Draft **Complete TOK PPF

MCS TOK Y2 Subject Group Overview

					<p>beliefs about the nature of art, the quality of art, the meaning of art, etc. and compare that to the degree we rely on evidence to support our beliefs about another AOK like History (for example).</p>	<p><i>Discuss this statement: Mathematics is the most “fundamental” of all the AOKs.</i></p> <p><i>To what extent does the use of statistics create different ethical responsibilities than other uses of math?</i></p>		
	Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.						

1