

## IB Theory of Knowledge - MHS Subject Group Overview - Semester 1

Unit Name	Introduction To TOK	Core Theme: Knowledge and the Knower	Optional Theme: Knowledge and Technology	Optional Theme: Knowledge and Indigenous Societies
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# MCS THEORY OF KNOWLEDGE SUBJECT GROUP OVERVIEW 2024-2025 YEAR 1 (SPRING SEMESTER)

Time Frame	January 3 Weeks	Jan- Feb 3 Weeks	Feb-March 4 Weeks	March 4 Weeks
<b>Standards / IB Topics</b>	Understand the nature of TOK, as well as, how it fits within the scope of the IB Core.	Understand the core theme of TOK: <b>Knowledge and the Knower</b> . This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.  <b>Literacy Standards:</b> L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2	Understand issues relating to the impact of technology on knowledge and knowers, and how <b>technology</b> helps and hinders our pursuit of knowledge.  <b>Literacy Standards:</b> L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2	Understand the impact of culture on what we believe or know and consider whether it is possible for ‘outsiders’ to know and understand knowledge held by a different cultural group specifically <b>Indigenous Societies</b> .  <b>Literacy Standards:</b> L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2
<b>Content Specific Information</b>	<ul style="list-style-type: none"> <li>● Explanation of TOK/EE Bonus Points</li> <li>● Types of Knowledge</li> <li>● Knowledge questions</li> <li>● Theories of Determining Truth</li> <li>● Justifying claims as true knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Personal vs. Shared Knowledge</li> <li>● Knowledge Communities</li> <li>● Metacognition</li> <li>● Internal and External Factors that Cause Bias</li> </ul>	<ul style="list-style-type: none"> <li>● The difference between small and large scale technology.</li> <li>● The role of history in the development of technology.</li> <li>● The way that social media can manipulate our understanding of knowledge.</li> <li>● The common ethical constructs that can be used to evaluate technology.</li> </ul>	<ul style="list-style-type: none"> <li>● The difference between indigenous knowledge systems and more dominant knowledge systems.</li> <li>● The role of history of colonialism and external forces such as globalism have changed indigenous knowledge systems.</li> <li>● The ways in which indigenous ways of knowing have and can be used to solve current global social and environmental issues.</li> </ul>

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				<ul style="list-style-type: none"> <li>The common ethical constructs that can be used to protect the custodians of indigenous knowledge.</li> </ul>
<p><b>Common Assessments/ Major Project</b></p>	<p><b>Writing Assignment: Justifying Knowledge Claims in the News</b></p>	<p><b>Writing Assignment: Core Theme TOK Exhibition Commentary Practice</b></p>	<p><b>Writing Assignment: Practice TOK Exhibition Commentary using KQs based on Knowledge and Technology</b></p>	<p><b>Writing Assignment: Practice TOK Exhibition Commentary using KQs based on Knowledge and Indigenous Knowledge Systems</b></p>
<p><b>Resources</b></p>	<p>Slideshow:  <a href="https://docs.google.com/presentation/d/17SbN_cBaZqflMXA36XcTYF8AyYQ9PIEy4xB07XELZ9E/edit?usp=sharing">https://docs.google.com/presentation/d/17SbN_cBaZqflMXA36XcTYF8AyYQ9PIEy4xB07XELZ9E/edit?usp=sharing</a>            TED Talk:  <a href="https://www.youtube.com/watch?v=7tHbSasnvo">https://www.youtube.com/watch?v=7tHbSasnvo</a></p>	<p>Slideshows:  <a href="https://docs.google.com/presentation/d/1cLRneXomWWYTW5jRiHpeS4p_iu-LTC_QHKKWVjUdCbK/edit?usp=sharing">https://docs.google.com/presentation/d/1cLRneXomWWYTW5jRiHpeS4p_iu-LTC_QHKKWVjUdCbK/edit?usp=sharing</a>  <a href="https://docs.google.com/presentation/d/1j0pV2XrmELA-LJ2bi7rTzVaeVnPZ8x12_GtVvgHkpYc/edit?usp=sharing">https://docs.google.com/presentation/d/1j0pV2XrmELA-LJ2bi7rTzVaeVnPZ8x12_GtVvgHkpYc/edit?usp=sharing</a>  <a href="https://docs.google.com/presentation/d/1J4c58p0jQWT2BKI_QICI4oPkicOeQhK6WAFBpGtQVY/edit?usp=sharing">https://docs.google.com/presentation/d/1J4c58p0jQWT2BKI_QICI4oPkicOeQhK6WAFBpGtQVY/edit?usp=sharing</a></p> <p>Processing Biases:  <a href="https://docs.google.com/document/d/1Yyf1oMPqk9S974OvkOw-com-QKSLTpL7rteMh4YJlro/edit?usp=sharing">https://docs.google.com/document/d/1Yyf1oMPqk9S974OvkOw-com-QKSLTpL7rteMh4YJlro/edit?usp=sharing</a></p> <p>Maps and Biases:  <a href="https://docs.google.com/document/d/1G5i9K5weF22md4tu4_dy8qLS9Uy1MB5LmjNT7yOLqI/edit?usp=sharing">https://docs.google.com/document/d/1G5i9K5weF22md4tu4_dy8qLS9Uy1MB5LmjNT7yOLqI/edit?usp=sharing</a></p>	<p>Slideshows:  <a href="https://docs.google.com/presentation/d/1AFubPMYb4dlIcospWt-OjEYUINbCahp3Nmfgt_l8I4/edit?usp=sharing">https://docs.google.com/presentation/d/1AFubPMYb4dlIcospWt-OjEYUINbCahp3Nmfgt_l8I4/edit?usp=sharing</a>  <a href="https://docs.google.com/presentation/d/1pIdfxK32UAC40yViwwr5j4EuRtqhE86yErhBb-PMC/edit?usp=sharing">https://docs.google.com/presentation/d/1pIdfxK32UAC40yViwwr5j4EuRtqhE86yErhBb-PMC/edit?usp=sharing</a></p> <p>Article:  <a href="https://docs.google.com/document/d/1QthSsKE6hYY3Db_30AxqJWaWPJL2-aOKU07wM6pLPA/edit?usp=sharing">https://docs.google.com/document/d/1QthSsKE6hYY3Db_30AxqJWaWPJL2-aOKU07wM6pLPA/edit?usp=sharing</a></p> <p>Website:  <a href="https://interestingengineering.com/7-ethically-controversial-research-areas-in-science-and-technology">https://interestingengineering.com/7-ethically-controversial-research-areas-in-science-and-technology</a></p>	<p>Slideshows:  <a href="https://docs.google.com/presentation/d/1vVqUTGbCoK-Bj1FjnsMm0j1IRbFmeJPmwOLAkdcyGBI/edit?usp=sharing">https://docs.google.com/presentation/d/1vVqUTGbCoK-Bj1FjnsMm0j1IRbFmeJPmwOLAkdcyGBI/edit?usp=sharing</a></p> <p>Article:  <a href="https://docs.google.com/document/d/1WhOwSRzjUqE47JWIA45zJa3-gO11Y7BLxKk9XDJJMKM/edit?usp=sharing">https://docs.google.com/document/d/1WhOwSRzjUqE47JWIA45zJa3-gO11Y7BLxKk9XDJJMKM/edit?usp=sharing</a></p> <p>Website:  <a href="https://www.iwgia.org/en/">https://www.iwgia.org/en/</a>  <a href="https://www.un.org/en/development/desa/pr/2007/indigenouspeoples/declaration.html">UN Declaration on the Rights of Indigenous Peoples (2007)</a></p>

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## IB Theory of Knowledge - MHS Subject Group Overview - Semester 1

<b>Unit Name</b>	<b>AOKs: Human and Natural Sciences</b>		<b>TOK Internal Assessment: The Exhibition</b>	<b>Extended Essay</b>
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<b>Time Frame</b>	April - May (4 Weeks)	Ongoing
<b>Standards / IB Topics</b>	<p>A required assessment that is designed to allow the student to explore how TOK manifests in the world around us.</p> <p><b>Literacy Standards:</b> L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2</p>	<p>Engage in independent research with intellectual initiative and rigour. Develop research, thinking, self-management and communication skills. Reflect on what has been learned throughout the research and writing process.</p> <p><b>Literacy Standards:</b> L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2</p>
<b>Content Specific Information</b>	<ul style="list-style-type: none"> <li>● The TOK Exhibition Rubric.</li> <li>● The requirements of the Exhibition.</li> <li>● What it looks like to complete the Exhibition at different levels of competence.</li> </ul>	<ul style="list-style-type: none"> <li>● The Research Process</li> <li>● Proper Citation</li> <li>● Source Criticism</li> <li>● Analyzing and Applying Research</li> <li>● Synthesizing Information</li> <li>● Using Research to Write a Clear and Coherent Argument</li> <li>● Exercising Self-Management Skills</li> <li>● Understanding Academic Honesty</li> </ul>
<b>Common Assessments / Major Projects</b>	<p><b><i>Final TOK Internal Assessment: The TOK Exhibition</i></b></p>	<p>Students will write a research paper in the subject area of their choice not to exceed 4,000 words.</p>

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<b>Resources</b>	<i>Final TOK Internal Assessment: The TOK Exhibition</i>	IB Extended Essay Guide  IB Extended Essay Modules in Schoology
<b>Course Levels</b>	Marietta City School offers Enhanced, Honors, Accelerated, and AP classes to provide differentiated learning experiences for students.	

**\*\*NOTE:** Throughout the IB Theory of Knowledge course, students are also being monitored and instructed for their IB Extended Essay. A separate Unit Plan is provided for this, although there is no specifically designated timeframe for this “Unit” on the SGO.