



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*IB THEORY OF KNOWLEDGE*

<b>Unit title</b>	<i>Introduction to TOK</i>	<b>Unit duration (days)</b>	8
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<b>Teacher(s)</b>	TOK PLC	<b>Subject group and course</b>	IB CORE THEORY OF KNOWLEDGE		
<b>Course part and topic</b>	UNIT 1: Introduction To TOK	SL or HL/Year 1 or 2	1	<b>Dates</b>	January 3 weeks
<b>Unit description and texts</b>		<b>DP assessment(s) for unit</b>			
Understand the nature of TOK, as well as, how it fits within the scope of the IB Core. Basic concepts of TOK, including the Knowledge Framework, definition of “knowledge” and how to recognize “justification” and “truth” in knowledge claims.		Writing Assignment: <i>Using the News to Identify Knowledge (Justified True Belief)</i>			

***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>
Students will use their learning of the nature and definition of Knowledge and how it is justified, to determine whether or not a news article of their choice qualifies as “knowledge.”



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

<b>Content/skills/concepts—essential understandings</b>	<b>Learning process</b> <i>Highlight any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i>
<p><b><u>Students will know the following content:</u></b></p> <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> <p><b><u>Students will develop the following skills:</u></b></p> <p>Ability to consider evidence as justification for accepting knowledge claims.</p> <p><b><u>Students will grasp the following concepts:</u></b></p> <p>Knowledge is a term that we use in many different ways. Knowledge claims must be evaluated before they can be accepted as “justified true belief.”</p>	<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 Student lecture/leading Interdisciplinary learning Individual written assignments (Summative)</p> <p>Details:</p> <ul style="list-style-type: none"><li>● Content overview of TOK and TOK Assessments (PPT)</li><li>● Explanation of TOK/EE Bonus Points (PPT)</li><li>● Core Theme + Areas of Knowledge (PPT)</li><li>● Knowledge Framework (PPT)</li><li>● Knowledge Questions (PPT)</li><li>● Types of Knowledge (PPT) + Kinds of Knowledge Activity</li><li>● Justification &amp; Theories of Determining Truth (PPT) + Activities<ul style="list-style-type: none"><li>○ Group discussion questions and share with class</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>○ Individual examples of beliefs based on each theory of truth</li> <li>● “Post-Truth World” TED Talk <a href="https://www.youtube.com/watch?v=7tHbSasnvn0">https://www.youtube.com/watch?v=7tHbSasnvn0</a></li> <li>● <u>SUMMATIVE ASSESSMENT: <i>Using the News to Identify Knowledge (Justified True Belief)</i></u></li> </ul> <p>Other/s:</p>
	<p><b>Formative assessment:</b></p> <p>Kinds of Knowledge Activity Theories of Truth Activity Mentimeters</p>
	<p><b>Summative assessment:</b></p> <p><b><i>Writing Assignment: Justifying Knowledge Claims in the News (Crit. D-USING EXAMPLES AND EVIDENCE EFFECTIVELY TO SUPPORT A DISCUSSION)</i></b></p>
	<p><b>Differentiation:</b></p> <p>Affirm identity—build self-esteem Value prior knowledge Scaffold learning Extend learning</p> <p>Details: Students will affirm their own identity by understanding how they have developed/acquired knowledge throughout their lives. Students will begin to value prior knowledge through understanding how that past knowledge affects their interpretation of the present.</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>Thinking Social Communication</p>

Self-management  
Research

Details: Students will work together to develop a definition of “knowledge” and will reflect on how knowledge is developed and justified.

<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>
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**Activating background knowledge**  
**Scaffolding for new learning**  
Acquisition of new learning through practice  
Demonstrating proficiency

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.

Personal and shared knowledge  
Ways of knowing  
Areas of knowledge  
The knowledge framework

Details:  
**N/A**

Creativity  
Activity  
Service  
Details:  
**N/A**

**Resources**  
*List and link (if applicable) any resources used in this unit.*

All resources used are indicated on this detailed planning document:  
<https://docs.google.com/document/d/1MaAHROhPFG6JqsiiJv5L5aTYAnABeHUgLbaYZbv3vu0/edit?usp=sharing>

**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>
<p>Introductory information is important and must be delivered re: DP program, bonus points, etc.</p> <p>Activities about types of knowledge and justifying knowledge went well and students benefited.</p> <p>Summative assessment worked very well—even better than hoped. They were able to view the news articles critically and identify when justification was evident or lacking.</p>	<p>Some students struggled with distinguishing justification from opinion.</p>	<p>Provide better explanation and scaffolding about justification and the difference between opinion and fact-based claims. Perhaps offer clearer examples.</p>