DP Unit Planner

Teacher(s)	TOK PLC	Subject group and course	IB CORE THEORY OF KNOWLEDGE		
Course part and topic	UNIT 3: KNOWLEDGE AND TECHNOLOGY	SL or HL/Year 1 or 2	Year 1	Dates	March 4 Weeks

Unit description and texts	DP assessment(s) for unit
An exploration of the ways in which knowledge intersects with technology, as well as how technology affects our ability to gain accurate knowledge. This unit will also explore the four basic ethical theories and investigate the ways we can use them to explore the effects and use of technology.	**Practice TOK Exhibition Commentary using KQs based on Knowledge and Technology**

INQUIRY: establishing the purpose of the unit

Transfer goals

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.

Students will be able to use the information and reflection within the unit to determine the strengths and limitations of modern technology.

Students will be able to evaluate the ethical issues of using the common mechanisms of the modern world.

ACTION: teaching and learning through inquiry

| Content/skills/concepts—essential understandings | Learning process
Highlight any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning. |
|---|---|
| **Students will know the following content:**

The difference between small and large scale technology.
The role of history in the development of technology.
The way that social media can manipulate our understanding of knowledge.
The common ethical constructs that can be used to evaluate technology.

Students will develop the following skills:

Students will be able to evaluate the strengths and limitations of technology in expanding knowledge.

Students will be able to explore knowledge questions about technology and write a clear, logical commentary in alignment with the requirements of the TOK Exhibition.

Students will grasp the following concepts:

Technology does not develop in a vacuum.
Technology can both unite us and divide us.
Social media provides opportunities for us to both expand and limit our knowledge.
Technological development often includes ethical considerations that can cause us to question its value. | **Learning experiences and strategies/planning for self-supporting learning:**

Lecture
Socratic seminar
Small group/pair work
PowerPoint lecture/notes
Individual presentations
Group presentations
Student lecture/leading
Interdisciplinary learning

Details:

● Introductory Slideshow + Quotes Evaluation Using Knowledge Framework Activity
● The effects of social media and search algorithms on our information filters + On-line Search Activities
● History of Modern Technology Individual Activity and presentation.
● Ethical Theories and using them to evaluate controversial technological advancements (partner activity).

Other/s: |
| | **Formative assessment:**

Knowledge Framework & Technology--quotes evaluation
On-line Search Evaluation Activities
Tracing Lineage of Technology Presentation |

	Evaluating Technology through ethical theories slideshow
	Summative assessment: **Practice TOK Exhibition Commentary using KQs based on Knowledge and Technology (Criterion A & Criterion D)**
	Differentiation: Affirm identity—build self-esteem Value prior knowledge <mark>Scaffold learning</mark> <mark>Extend learning</mark> Details: Each aspect of the unit reflects a different part of the Knowledge Framework, which creates a predictable methodology for evaluating the topic based on previous experience in the course. Students will be applying discussions and concepts to the real world consistently throughout the unit, extending the basic concepts to things they encounter every day.

Approaches to learning (ATL)
Highlight any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.

<mark>Thinking</mark>

<mark>Social</mark>
Communication
<mark>Self-management</mark>
Research

Details:

Students will be reflecting on their own current experience throughout this unit, examining how technology plays a role in their concepts of "knowledge" and how it affects their own perception of what they think they "know."

Students will be collaborating and sharing throughout this unit as they consider their own social awareness within the technological world, as well as how to make responsible decisions.

Language and learning	TOK connections	CAS connections
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.	*Highlight any explicit TOK connections made during the unit.*	*Highlight any explicit CAS connections. Provide a brief note in the "details" section explaining how students engaged in CAS for this unit, if applicable.*

Activating background knowledge Scaffolding for new learning Acquisition of new learning through practice <mark>Demonstrating proficiency</mark> Details: Students will be demonstrating proficiency by applying their understanding to a summative assessment that directly reflects the work they will need to do for their TOK IA. Students will be expected to use the language of TOK to show mastery of the content they have learned in the unit.	Personal and shared knowledge Ways of knowing Areas of knowledge The knowledge framework Details: **N/A**	<mark>Creativity</mark> <mark>Activity</mark> Service Details: This unit provides a possible prompt for students who are interested to explore their own ability to be "influencers"through technology and personally "test" some of the concepts discussed.

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

All resources for this unit are indicated on this detailed planning document:
https://docs.google.com/document/d/1Ft0H6cXUuIgTmgGcBGUzPjdZI9-8IDrShOt0XkKtLKI/edit?usp=sharing

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

What worked well	What didn't work well	Notes/changes/suggestions:

List the portions of the unit (content, assessment, planning) that were successful	List the portions of the unit (content, assessment, planning) that were not as successful as hoped	List any notes, suggestions, or considerations for the future teaching of this unit
The notes and discussions went well.	**NA**	**Update activities as needed with evolving technologies.**