

Marietta City Schools
2025–2026 District Unit Planner

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Teacher(s)	TOK PLC	Subject group and course	IB CORE THEORY OF KNOWLEDGE		
Course part and topic	UNIT 2: Knowledge and the Knower	SL or HL/Year 1 or 2	1	Dates	Late Jan - February 3 Weeks
Unit description and texts		DP assessment(s) for unit			
An exploration of the core theme of TOK that reflects on the importance of personal and shared knowledge, knowledge communities, metacognition, and the role of bias in knowledge.		Practice TOK Exhibition Commentary using KQs based on the Core Theme			

INQUIRY: establishing the purpose of the unit

<p>Transfer goals</p> <p><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></p>
<p>Students will be able to use their understanding of the core themes to create a written commentary that addresses a related Knowledge Question within the format of the TOK Exhibition IA.</p>

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ACTION: teaching and learning through inquiry

<p>Content/skills/concepts—essential understandings</p>	<p>Learning process <i>Highlight any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i></p>
<p><u>Students will know the following content:</u></p> <ul style="list-style-type: none"> ● Personal vs. Shared Knowledge ● Knowledge Communities ● Metacognition ● Internal and External Factors that Cause Bias <p><u>Students will develop the following skills:</u></p> <p>Students be able to discern the ways in which different aspects of knowledge influence what we know and how we apply that knowledge.</p> <p>Students will be able to distinguish between their own self-knowledge and the ways they are known by others.</p> <p>Students will be able to identify the ways in which their associated knowledge communities influence how they perceive and use knowledge.</p> <p><u>Students will grasp the following concepts:</u></p> <p>The ways that knowledge demonstrates itself personally can be different from how it demonstrates itself in a shared way.</p>	<p>Learning experiences and strategies/planning for self-supporting learning:</p> <p>Lecture Socratic seminar Small group/pair work PowerPoint lecture/notes Individual presentations Group presentations Student lecture/leading Interdisciplinary learning</p> <p>Details:</p> <ul style="list-style-type: none"> ● Personal vs. Shared Knowledge (PPT) + AOK Activities ● Small vs. Large Knowledge Communities (PPT) + Group Presentation ● <i>In Medias Res</i> and our ability to see ourselves for who we are + <i>Title Your Life Chapter</i> Activity ● Processing Biases <p>Other/s:</p>

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There are many influences on what we value, and those influences affect the perceptions we have about knowledge.	Formative assessment: <ul style="list-style-type: none">● Mentimeters to check for understanding.● Group Presentation about Shared and Personal Knowledge in the AOKs● Title Your Life Chapter Activity● Maps and Bias Discussion Post
	Summative assessment: Core Theme TOK Exhibition Commentary Practice
	Differentiation: Affirm identity—build self-esteem Value prior knowledge Scaffold learning Extend learning Details: Lessons are designed to build concentric understanding of each individual’s complex interaction with knowledge through their own experiences both internally and with the world around them.

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

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<p>Thinking Social 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>

Language and learning <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>	TOK connections <i>Highlight any explicit TOK connections made during the unit.</i>	CAS connections <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>
<p>Activating background knowledge Scaffolding for new learning Acquisition of new learning through practice Demonstrating proficiency</p> <p>Details: Students will orally deliver several tasks in this unit, showing that they can articulate their learning clearly and understandably.</p>	<p>Personal and shared knowledge Ways of knowing Areas of knowledge The knowledge framework</p> <p>Details: N/A</p>	<p>Creativity Activity Service Details:</p> <p>The Title Your Life Chapter activity allows students a creative outlet for reflecting on their lives so far and a visual means of sharing that. A suggestion would be for students to take this activity and expand it to create their own blog/social media to express the thoughts and ideas shared in this assignment more widely to influence others.</p>

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Resources <i>List and link (if applicable) any resources used in this unit.</i>
Teacher created/curated documents.

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

What worked well <i>List the portions of the unit (content, assessment, planning) that were successful</i>	What didn't work well <i>List the portions of the unit (content, assessment, planning) that were not as successful as hoped</i>	Notes/changes/suggestions: <i>List any notes, suggestions, or considerations for the future teaching of this unit</i>
<p>Student collaboration and group discussions worked well in this unit to set a basis for understanding the thought process needed for TOK.</p> <p>Students were able to see themselves within the context of personal/shared knowledge and knowledge communities.</p>	<p>The work on cognitive biases was a little rushed and as a result, we're not sure they fully comprehended the differences within each "worldview" and how they work together to create an understanding of the world.</p> <p>Some aspects of this unit became a little redundant and as a result, it might have been difficult for students to truly distinguish between each concept in the way they need to.</p>	<p>Expand the biases activity to include more interaction among the groups and/or create an additional step where students analyze how these biases are put into practice.</p> <p>Review and adjust the presentations to make sure that each one is directly connected to the previous one, so the way they build on each other is more clear.</p>

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Published: 1/2026 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)