

Port Moody Secondary School
Welcome to Theory Of Knowledge (TOK) 11, the 2023-24 Version

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Theory of knowledge is an interdisciplinary course that encourages students to think about what they know and how they know it.

Students must be prepared to challenge their personal beliefs daily through discussions, writing, and presentations.

The overall goal of Theory of Knowledge is to shape students into open-minded, critical thinkers who are open to challenging their own views as well as others.

What am I going to learn?

The overall aim of TOK is to encourage students to formulate answers to the question "how do we know?" in a variety of contexts, and to see the value of that question. TOK takes an inter-disciplinary approach to the questions of knowledge and knowing.

Specifically, the **aims** of the TOK course are:

- To encourage students to reflect on the central question, "How do we know that?", and to recognize the value of asking that question.
- To expose students to ambiguity, uncertainty and questions with multiple possible answers.
- To equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations.
- To encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions.
- To engage students with multiple perspectives, foster open mindedness and develop intercultural understanding.
- To encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge.
- To prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

Course Breakdown for TOK 11 (details and timing may change at teacher whim!)

Theme	Detail
Core Theme	Knowledge and the Knower
Theme	Knowledge and Technology
Theme	Knowledge and Language
Areas of Knowledge	History
Areas of Knowledge	The Arts
Areas of Knowledge	Natural Sciences
Theme	Knowledge and Indigenous Societies
IB Assessment Task	The Exhibition

Mr. Lenihan's Classroom Expectations

1. Arrive on time and prepared to work.
2. Participate fully and positively.
 - Maintain an open mind and a positive attitude. Be ready to listen, learn and share your ideas.
 - You will be expected to participate by working individually and with others.
3. Always put in your best effort
 - All assignments, large or small, are important and will “count”.
4. Show courtesy and respect at all times.
 - RESPECT yourself, your teachers and your classmates
 - Listen actively to whomever is speaking – another student, me, the announcements, etc. We all have the right to be heard and therefore it is imperative that we do not call out over others.
5. Electronic Devices
 - Cell/Smart Phones: Use them responsibly.
 - Music players must be off prior to entering my classroom. Ear buds removed etc.
5. Don't be absent! But if you are...don't be absent!
 - It is your responsibility to find out what you have missed
6. You are responsible for your own learning...and I am here to help!
 - I am available for questions, discussions, complaints, etc. – drop by or make an appointment.

Learning Strategies

Class activities will consist of individual and structured group work, interactive discussion, reflective journaling, online activities, inquiry based problem solving, research and investigation, etc. We will work on developing your Thinking, Communication, Research, Social and Self Management skills over the duration of the course.

Assessment

Assessment Objectives

Having completed the TOK course, students should be able to:

- demonstrate TOK thinking through the critical examination of knowledge questions
- identify and explore links between knowledge questions and the world around us
- identify and explore links between knowledge questions and areas of knowledge
- develop relevant, clear and coherent arguments
- use examples and evidence effectively to support a discussion
- demonstrate awareness and evaluation of different points of view
- consider the implications of arguments and conclusions

Classroom Assessment - Grade 11 Year

A variety of assessment instruments will be used throughout the year including, but not limited to, quizzes, presentations, short written assignments, essays, and more!

Assessment by teacher, student self-assessment, and student peer-assessment will all be considered in the generation of a letter grade for reporting purposes.

Theory of knowledge grade descriptors

Grade A

Knowledge questions are thoroughly and effectively explored. Analysis is clear and coherent with a sustained focus on knowledge and knowing throughout. Links are clearly made and well-explained. Points are well-developed, with examples and evidence used effectively to support the exploration. Discussions include consideration of implications, assumptions and different points of view.

Grade B

Knowledge questions are explored. Analysis is clear, coherent and focused on knowledge and knowing. Links are made and explained, although these explanations may lack precision. Examples and evidence are used to support the exploration. Discussions identify some implications and/or assumptions and include some consideration of different points of view.

Grade C

There is some consideration of knowledge questions. Discussions are focused on knowledge and knowing but are more descriptive than analytical. Some relevant links are made. Examples and evidence are included. Different points of view are identified but are not evaluated.

Grade D

There is limited consideration of knowledge questions. Discussions are simplistic and mainly descriptive, with some focus on knowledge and knowing. Superficial links are made. Where examples and evidence are included, they do not support the points being made. There is little reference to different points of view.

Grade E

There is little consideration of knowledge questions. Discussions are simplistic and highly descriptive, with minimal focus on knowledge and knowing. Where links are made, these are inappropriate or lack relevance. Discussions consist of unsupported assertions. Different points of view are not identified.

IB Assessment

The assessment model of TOK has two components that must be completed to earn a grade and to earn the Diploma.

Internal Assessment: to be completed towards the end of Grade 11

Theory of knowledge exhibition – 10 marks (33% of final mark)

For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. this component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

External Assessment: to be completed in

Essay– 10 marks (67% of final mark)

For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.