

2021-2022 IBDP Subject Overview

Subject Area: Theory of Knowledge Two DP Level: Seniors

Dates	9.8 – 9.29	10.1 – 11.10	11.12 – 12.29	12.31 – 1.26	1.28 – 2.25	3.2 – 4.27	4.29 -5.31
Unit Title	Knowledge and The Knower	Area of Knowledge: History	Area of Knowledge: Natural Science	Area of Knowledge The Arts:	Area of Knowledge: Human Science	TOK Essay (Formal IB Assessment)	Theory of Knowledge World Project
IB Objectives	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 plausible 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 acquisition, application and communication of knowledge.	To equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
International Focus	How does my knowledge about the world determine my perspective? How do I create new knowledge about the world? The focus explores how we come up with new ideas about the world, and how knowledge develops over time.	What can we learn about the construction of our values via an understanding of history?’ It explores the ethical context of this area of knowledge, and what insights this can give us.	What can we learn about our values via an understanding of the natural sciences? The focus will explore the ethical context of this area of knowledge, and what insights this can give us	What can we learn about our values via an understanding of the arts? The focus explores the ethical context of this area of knowledge, and what insights this can give u	What can we learn about the construction of our values via an understanding of the human sciences? The focus explores the ethical context of this area of knowledge, and what insights this can give us.	How do I become a discerning knower about the world? The focus considers what characterizes an expert level of understanding, and the nuanced approach that might distinguish	How is my understanding of the world influenced by the way knowledge is communicated? The focus looks at how knowledge can be consciously and unconsciously manipulated by the way it is represented.
Unit Question	What criteria can we use to distinguish between knowledge, belief and	Is it possible to have knowledge of the past?	Why might some people regard science as the supreme form of all knowledge?	Do the disciplines in the arts diverge from one another more fundamentally	How do we decide whether a particular discipline should be regarded as a	What constitutes a “good reason” for us to accept a claim?	Are there responsibilities that necessarily come with knowing something or

	<p>opinion?</p> <p>How do we distinguish claims that are contestable from claims that are not?</p> <p>Are there situations where “knowing how” is more important than “knowing that”?</p> <p>Why should we care about acquiring knowledge?</p> <p>Why are the criteria for what counts as knowledge not obvious?</p> <p>Can other people know us better than we know ourselves?</p> <p>How do our interactions with the material world shape our knowledge?</p>	<p>Is knowledge about the past different from other kinds of knowledge?</p> <p>Are all areas of knowledge concerned with knowledge of the past to some extent?</p> <p>Why does history enjoy a privileged position as its own dedicated area of knowledge in the TOK curriculum?</p> <p>Is all knowledge in some sense historical knowledge?</p> <p>Is truth the goal of all historical inquiry?</p> <p>Is certainty about the past more difficult to attain than certainty about the present or the future?</p> <p>What counts as a fact in history?</p>	<p>Areas of knowledge</p> <p>Should the natural sciences be regarded as a body of knowledge, a system of knowledge or a method?</p> <p>Could there be scientific problems that are currently unknown because the technology needed to reveal them doesn’t exist yet?</p> <p>Is human knowledge confined to what the natural sciences discover, or are there other important inquiries that are not covered by the natural sciences?</p> <p>What knowledge, if any, is likely to always remain beyond the capabilities of science to investigate or verify?</p> <p>Do the natural sciences rely on any assumptions that are themselves unprovable by science?</p> <p>Is prediction the primary purpose of scientific knowledge?</p>	<p>than disciplines within other areas of knowledge?</p> <p>Does new knowledge in the arts always build on what is already known?</p> <p>How have new technologies changed the nature and scope of the arts as an area of knowledge?</p> <p>Are the arts best seen as a system of knowledge, a type of knowledge or a means of expressing knowledge?</p> <p>Is artistic knowledge something that cannot be expressed in any other way?</p> <p>Is the relationship between “knowing how” and “knowing that” different in the arts compared to other areas of knowledge?</p> <p>Does art enlarge what it is possible for us to think and know?</p>	<p>human science?</p> <p>Do the human sciences and literature provide different types of knowledge about human existence and behavior?</p> <p>Are predictions in the human sciences inevitably unreliable?</p> <p>What are the main difficulties that human scientists encounter when trying to provide explanations of human behavior?</p> <p>Is human behavior too unpredictable to study scientifically?</p> <p>Do the boundaries between different disciplines and different areas of knowledge help or hinder understanding?</p> <p>Is it possible to discover laws of human behavior in the same way that the natural sciences discover laws of nature?</p>	<p>Are intuition, evidence, reasoning, consensus and authority all equally convincing methods of justification?</p> <p>Does knowledge always require some kind of rational basis?</p> <p>How do our expectations and assumptions have an impact on how we perceive things?</p> <p>What are the advantages and disadvantages of requiring that all knowledge is verified by a group?</p>	<p>knowing how to do something?</p> <p>As a moral duty to examine our own assumptions and biases?</p> <p>Under what circumstances, if any, do we have a moral duty to share what we know?</p> <p>In what ways do ethical judgments differ from other kinds of judgments?</p> <p>Is there knowledge that a person or society has a responsibility to acquire or not to acquire?</p> <p>If moral claims conflict, does it follow that all views are equally acceptable?</p> <p>What personal traits (such as taking seriously the knowledge of others) do we need in order to be ethical knowersknowers, do we have ?</p>
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Assessment Task	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 argument	Demonstrate awareness and evaluation of different points of view Develop implications of arguments and conclusions.	Identify and explore links between knowledge questions and areas of knowledge	Consider the implications of arguments and conclusions.
Approaches to Learning	Reflection Communicating Collaboration Thinking	Organization Information Literacy	Information Literacy Communicating	Thinking Collaboration	Communicating Risk-Taking	Thinking Collaboration Organization Information Literacy	Reflection Communicating Collaboration Thinking
Learner Profile Focus	Thinker Reflection Inquirer	Thinker Open-Minded	Inquirer Communicator Caring	Balanced Principled Caring	Communicator Risk-Taking Principled	Inquirer Communicator Reflection	Thinker Open-Minded
CAS support	Students are taught the importance of global awareness and how we are all interconnected through our actions.	Develop Reflective Thinking	Accept new challenges	Students are taught the importance of global awareness and how we are all interconnected through our actions. Identify initiatives that could help society. Work collaboratively with others.	Participate in collaborative projects	Students are taught the importance of global awareness and how we are all interconnected through our actions.	Accept new challenges

