**Theory of Knowledge: Year 1**

**2024-2025 Syllabus**

**Teacher: Matthew Ryan**

**Room #810**

**Period 6 & 7**

**What is Theory of Knowledge?**

This course plays a special role in the Diploma Program (DP) by providing an opportunity for students to construct their knowledge, rather than acquire it by adopting the art of metacognition. Rather than being seen as a standalone course, it is intended that TOK will underpin, and inter-correlate other courses in the rest of the program, be it in the classroom or in the outside world.

It helps the self-regulated learners to reflect on the nature, scope and limitations of knowledge and the process of knowing. The course can have a huge impact on the art of learning any concept in life.

Since the students get to collaborate and draw a trans-disciplinary integration with different disciplines, it helps them to actively engage with multiple perspectives and to be more aware of their own personal perspectives and assumptions.

**TOK Expectations**

Theory of Knowledge involves an intense analytical skill set in students. Students are expected to:

* Construct knowledge through different ways.
* Develop coherent and logical arguments.
* Examine and ratify the evidence for their claims.
* Develop logical and coherent arguments.
* Clearly distinguish between fact as verifiable and opinion as non-verifiable.
* Invite counter claims and collaborate.
* Get exposed to multiple perspectives and to be more aware of their own personal perspectives and assumptions.

**Components of TOK**

TOK is made up of three interconnected parts:

* **The core theme**: **Knowledge and the knower:** It calls for the students to be knowers, become aware of the community in which they belong, and develop a sense of belonging.
* **Optional themes**: This element gives a deeper insight into two themes pertinent to the teachers’ and students’ interests. The themes are very realistic in shaping up a person’s identity and perspective. Teachers select two optional themes from a choice of five: knowledge and technology, knowledge and language, knowledge and politics, knowledge and religion, and knowledge and indigenous societies.
* **Areas of knowledge:** The areas of knowledge (AOK) are specific branches of knowledge, each of a unique nature and adopting different ways of knowing (WOK-s). The students get to explore five compulsory AOKs: history; the human sciences, the natural sciences, mathematics, and the arts.
* **Suggested knowledge questions (KQs):** These suggested knowledge questions are organized into a framework of four elements: scope, perspectives, methods and tools, and ethics. The TOK course focuses on exploring the KQ-s. knowledge questions. KQ-s act as a key tool to invite collaborative TOK discussion in the class than just an interesting group discussion. These suggested knowledge questions are organized into a framework of four elements: scope, perspectives, methods and tools, and ethics.

**TOK concepts**

We will explore 12 different concepts in our investigation of knowledge. They are:

|  |  |  |  |
| --- | --- | --- | --- |
| Evidence | Certainty | Truth | Interpretation |
| Power | Justification | Explanation | Objectivity |
| Perspective | Culture | Value | Responsibility |

Exploration of the relationship between knowledge and these concepts can help students form a strong foundation and transfer their knowledge in different contexts.

**TOK Assessments**

There are two assessment tasks in the TOK course:

* **The TOK exhibition** evaluates the students’ understanding, assimilation, and application to demonstrate how TOK manifests in the world around us. The exhibition is an internal assessment component and is marked by the teacher and is externally moderated by the IB. The exhibition involves choosing three objects by the student to connect it with 1 of the 35 pre-listed IA prompts. The idea is to link one of the optional themes of the core theme to write 950 words maximum. Students are encouraged to link TOK concepts with the knowledge framework.
* **The TOK essay** encourages students to pen down their thoughts in a logical, coherent sequential manner with a formal planning in response to a title focused on the areas of knowledge. The essay is an external assessment component and marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

The Exhibition will be completed at the end of TOK Year 1 and the Essay will be completed during TOK Year 2.

**TOK Grading Policy**

In accordance with the ARC grading policy, Minor assignments for this course are worth 60% and Major grades are worth 40%. There are fewer graded assignments in TOK than in many other courses, but students will be permitted (and encouraged) to resubmit their work for reassessment—multiple times if necessary to achieve mastery. **Late assignments will be assessed a 5% penalty per day for 5 days. No assignments will be accepted after the fifth day.**

**Reassessment:** Students will be allowed the opportunity for reassessment for major assessments. Any student who wishes to reassess a major assessment will need to complete the reassessment plan expectations within 7 days of the feedback provided from the original assessment. The reassessment plan will be provided to student at the time of the original assessment feedback and should be returned with a parent signature the following day.

**Academic Honesty:** We take academic honesty very seriously in the IB Programme at ARC. We will adhere to ARC’s IB Academic Honesty policy which can be found on the ARC IB website. The policy includes Level 1 (accidental or passive malpractice) and Level 2 (intentional or active malpractice) offenses. Level 1 offenses can often be corrected in class by a student/teacher conversation. Repeated Level 1 offenses will lead to a Level 2 offense. Level 2 offenses result in a meeting of all teachers, parents, student, IB Coordinator, and IB Head of School and result in 90 days of academic probation. A second offense results in a meeting with all teachers, parents, student, IB Coordinator, IB Head of School and principal and can result in dismissal from the IB Programme. **Unauthorized or improper use of AI will be treated as a Level II violation.**

**Cell Phone Policy**

* Richmond County has enacted a new cell phone policy this year. **Personal electronic devices (cell phones, tablets, smart watches, headphones/earbuds) are strictly prohibited during the school day at any time**. Please take this as your “warning” for the policy.
* Students and parents are encouraged to read the new cell phone policy and the consequences listed in the school handbook.

**Contact Information**

Email (best method)

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Remind

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School Phone Number

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