

Curriculum overview for TOK, DIP, 3mn, School Year 2019/2020

Teacher: M. Movre, V. Rismondo

Unit title / Month	Key concept(s)	Content	Objectives / Learning outcomes	Assessment tasks	ATL skills	Sources	Links to other subjects
September – October 2019.  Knowledge as souch, Knowledge claims and Knowledge questions, TOK presentation	Knowledge, Answers, Questions, Knowledge claims Individual and shared knowledge, Truth theories	1) Plato’s cave as introduction to the problem of knowledge (lecture) 2) Socrates and the definition of knowledge (lecture, video clips) 3) Data – Information – Knowledge - Wisdom (lecture) 4) “Hitchhiker’s guide to the Galaxy” and importance of understanding questions 5) Knowledge claim: how to get it? (lecture) 6) TOK presentation overview.	Students make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world	-	Thinking: Developing critical thought, posing problems, asking questions, explaining, evaluating basic concepts.  Communication: The ability to evaluate, analyze and discuss basic concepts in oral form.	1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014. 2) Adams, D. “Hitchhiker’s guide to the Galaxy”, Ballantine Books, New York, 2009. 3.) Stanford Encyclopedia of Philosophy (online ed.) 4) Dictionary of the History of Ideas (online ed.) 4) Youtube	Psychology, Language, Math, Natural sciences, History, Arts.

<p>November 2019. Perception</p>	<p>Senses, sense data, Common-Sense realism, Perceptual wall, Scientific realism, Functionalism, Correspondence theory of truth</p>	<p>1) Senses overview, What do we see, an how to understand it. Case study: problem of portrait in drawing (exercise, lecture, documentary) 2) Artificial Intelligence and problem of visual perception (documentary, news article) 3) Perception and Visual Arts: cultural and historical differences (visual material, documentary) 4) To see is to believe, or vice versa. Case study: curing or witchcraft? 5) Is truth something that correspond to our perceptive skills: difference between Ways of Knowing and Areas of Knowledge.</p>	<p>Students understand that knowledge is a result of various perceptual standpoints, above each is common perceptual agreement.</p>	<p>-</p>	<p>Thinking: Developing critical thought, posing problems, asking questions, explaining, evaluating, analyzing, considering different points of view, integrating approaches and exploring how perception is related to different Areas of Knowledge</p> <p>Communication: The ability to evaluate, analyze and discuss basic ideas related to emotions in oral and written form.</p>	<p>1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014. 2) Stanford Encyclopedia of Philosophy (online ed.) 3) Dictionary of the History of Ideas (online ed.) 4) Youtube</p>	<p>Arts, Natural sciences, History, Languages.</p>
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<p>December 2019. Emotion</p>	<p>Emotion and feeling, Universal emotions and culturally based emotions, Somatic markers, Emotion an Reason as opposites, Emotional Intelligence</p>	<p>1) Primary and secondary emotions, emotions and feelings (lecture) 2) Book of Genesis and culturally based emotions. Case study: "Lie to me" (show) 3) Somatic markers and decision making (lecture) 4) Why Plato didn't believe artists? (lecture) 5) Emotional Intelligence and social impact lecture, documentary). 6) How emotions influence historians. Case study: contemporary disputes on historical identity in Central Europe.</p>	<p>Critically reflect on student's emotionally grounded beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives</p>	<p>-</p>	<p>Thinking: Analyzing different, emotionally developed points of view, integrating approaches and exploring how emotions are related to our cultural heritage.</p> <p><u>Research:</u> Through the written and oral presentation, emotions are explored and evaluated with the help of research material.</p>	<p>1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014. 2) Stanford Encyclopedia of Philosophy (online ed.) 3) Dictionary of the History of Ideas (online ed.) 4) Youtube 5) "Lie to me" (TV-show, 2009-2011)</p>	<p>Arts, Natural sciences, History, Languages.</p>
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<p>January – February 2019.</p> <p>Language</p>	<p>Language as abstract system, Grammar, Signals and Signs, Communication, Medium - Media, Body language, Animal communication, Areas of knowledge and different languages of knowing</p>	<p>1. Case study: “The Invention of Lying” (movie, language as communication system)</p> <p>2. Body language: expression of meaning (documentary)</p> <p>3. Animal signal systems: difference to language (lecture, documentary, news article)</p> <p>Case study: “Words and pictures”: (movie, different languages of knowing).</p>	<p>Students develop an awareness of how individuals and communities construct language knowledge.</p>	<p>-</p>	<p><i>Thinking:</i> Explaining, evaluating, analyzing role of language as most important Way of Knowing.</p> <p><i>Communication:</i> The ability to evaluate, analyse and discuss language both in written and oral form.</p> <p><i>Social:</i> Collaborative work teamwork and debates.</p>	<p>1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014.</p> <p>2) Stanford Encyclopedia of Philosophy (online ed.)</p> <p>3) Dictionary of the History of Ideas (online ed.)</p> <p>4) Youtube</p> <p>5) “The Invention of Lying” (2009)</p> <p>6) “Words and pictures” (2014)</p>	<p>Language, History, Natural sciences, Arts, Math.</p>
<p>March 2019.</p> <p>Reason</p>	<p>Reason, Logic, Socrates Method, Mathematical proof, Modern scientific method, Reasoning in different Areas of Knowledge</p>	<p>1. Case study: Socrates method (exercise, how to play a game of rational knowledge acquiring)</p> <p>2. Formal and informal logic (lecture)</p>	<p>Students critically and rationally reflect on their own beliefs and assumptions.</p>	<p>-</p>	<p><i>Thinking:</i> Developing rational thought, rationally pose problems, explaining through arguments, evaluating, analyzing different points of view rationally.</p> <p>Self-management: Setting goals,</p>	<p>1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014.</p>	<p>Language, History, Natural sciences, Arts, Math, Social sciences.</p>

		<p>3. Deductive and inductive logic (lecture, documentary)</p> <p>4. Logic and pure reasoning in math (exercise)</p> <p>5. Logic and perception in natural sciences (documentary)</p>			<p>keeping up, managing time and tasks effectively and reasonably.</p>	<p>2) Stanford Encyclopedia of Philosophy (online ed.)</p> <p>3) Dictionary of the History of Ideas (online ed.)</p> <p>4) Youtube</p>	
<p>April 2019. Imagination Faith</p>	<p>Imagination, Day and night system of imagination, Imagination and Language as open-ended Way of Knowing, Dream, Faith</p>	<p>1. Case study: Artistic imagination in Mannerism (visual material, lecture, how real is real)</p> <p>2. Imagination in language: is language a tool of imagination? (lecture)</p> <p>3. Case study: Gilbert Durand: "Anthropological structures of imaginary" (day and night system of imagination)</p> <p>4. Faith as imagination, faith as emotion: is there a logic in beliefs? (documentary)</p>	<p>Students develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions.</p>	-	<p>Thinking: Analyzing different points of view related to imagination and faith, integrating approaches and exploring how imagination and faith are related different Areas of Knowledge.</p> <p><u>Research:</u> Through the written and oral presentation, imagination and faith are explored and evaluated with the help of research material.</p>	<p>1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014.</p> <p>2) Stanford Encyclopedia of Philosophy (online ed.)</p> <p>3) Dictionary of the History of Ideas (online ed.)</p> <p>4) Youtube</p> <p>5) Durand, G: "The anthropological structures of imaginary", Boombana Publ. Brisbane, 2009.</p>	<p>Language, History, Natural sciences, Arts, Math.</p>

<p>May 2019. Intuition Memory</p>	<p>Intuition and Emotions, Decision making, Cognitive bias, Intuition in different Areas of Knowledge, Memory, Memory and Self, Individual and Social Memory</p>	<p>1. Intuition as Way of knowing: does it exist? (lecture) 2. Great discoveries: result of rational or intuitive approach (documentary) 3. Cognitive bias and individual construction of social reality (lecture) 4. Case study: “Memento” and construction of “self” through memory loss (movie) 5. Social memory and history (lecture, documentary)</p>	<p>Students develop an awareness of how individuals and communities construct knowledge through imagination.</p>	<p>-</p>	<p>Thinking: Analyzing different, points of view related to intuition and memory, integrating approaches and exploring how intuition and memory are related to Areas of Knowledge.</p> <p><i>Research:</i> Through the written and oral presentation, intuition and memory are explored and evaluated with the help of research material.</p>	<p>1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014.</p> <p>2) Stanford Encyclopedia of Philosophy (online ed.) 3) Dictionary of the History of Ideas (online ed.) 4) Youtube 5) “Memento” (2000)</p>	<p>Language, History, Natural sciences, Arts, Math, Social sciences.</p>
<p>June 2019. TOK Presentation</p>	<p>Knowledge question, Real life situation, Argument, Different perspectives, Analysis</p>	<p>1. Knowledge question, 2. Real life situation, 3. Argument, 4. Different perspectives, 5. Analysis 6. TOK presentations</p>	<p>Students critically reflect on their own beliefs and assumptions, leading to more thoughtful ideas about TOK.</p>	<p>- Describe your real-life situation. - State your central knowledge q. - Explain the connection between your real-life situation and your knowledge question. - Outline how you intend to develop</p>		<p>Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014.</p>	<p>Language, History, Natural sciences, Arts, Math, Social sciences, Ethics.</p>

				<p>your presentation, with respect to perspectives, subsidiary knowledge questions and arguments. - Show how your conclusions have significance for your real-life situation and beyond.</p>			
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**Curriculum overview for TOK, DIP, 4mn, School Year 2019/2020**

**Teacher: M. Movre, V. Rismondo**

Unit title / Month	Key concept(s)	Content	Objectives / Learning outcomes	Assessment tasks	ATL skills	Sources	Links to other subjects
September 2019: Areas of Knowledge: overview, Mathematics,	1) TOK method of understanding AOKs: scope, language, methodology, historical development, links to personal knowledge. 2) Michele Foucault's episteme development 3) Mathematical truth, objectivity, rational proof 4) Abstraction, axiom vs theorem 5) Links to WOKs and indigenous knowledge systems. 6) Mathematics and physical world.	1) Arts and natural sciences: Gericaoult's paintings (lecture, visual material) 2) Foucault four epistemes: historical development of meaning (lecture) 3) Mathematics in nature and mathematics as language system (documentary) 4) Mathematical proof as theory model (lecture) 5) Ethiopian mathematics (video clip, discussion)	Students make connections between a critical approach to the construction of academic disciplines and their history.	-	Thinking: Developing critical thought, posing problems, asking questions, explaining, evaluating basic concepts.  Communication: The ability to evaluate, analyze and discuss basic concepts in oral form.	1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014.  2) Stanford Encyclopedia of Philosophy (online ed.) 3) Dictionary of the History of Ideas (online ed.) 4) Youtube	Languages, History, Natural sciences, Human/Social sciences, Mathematics, Arts.



<p>October 2019: Natural sciences</p>	<p>1) Physical world as unity: division by natural sciences 2) Theory and law: explanation and prediction. 3) Observation, scientific method 4) Problem of induction 5) Popper's idea of falsification 6) Paradigm, paradigm shift</p>	<p>1) Unity of physical world: Case study: Greek idea of harmony, Jewish Kabbalah 2) Monty Python's idea of scientific explanation: "Is she a witch?" ("Holy Grail") 3) Falsification: how different is astrology from physics? (lecture) 4) History of European science (documentary)</p>	<p>Students understand that knowledge is a result of combination of observation and rationalization.</p>	<p>-</p>	<p>Thinking: Developing critical thought, posing problems, asking questions, explaining, evaluating basic concepts of natural sciences.  Communication: The ability to evaluate, analyze and discuss basic concepts in oral form.</p>	<p>1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014.  2) Stanford Encyclopedia of Philosophy (online ed.) 3) Dictionary of the History of Ideas (online ed.) 4) Youtube</p>	<p>Natural sciences, Mathematics</p>
<p>November 2019: Social/Human sciences</p>	<p>1) Production of meaning: natural vs social/human sciences 2) Society and individual: measurement of values 3) Anthropology 4) Quantitative vs qualitative research 5) Social/human sciences: cond. hum.</p>	<p>1) Buster Keaton: "The film" (1966): meaning of meaning. 2) Individuals and societies (documentary) 3) Qualitative research (lecture) 4) Meaning of individuality (video material)</p>	<p>Students develop an interest in the diversity of social sciences/humanities and an awareness of personal and ideologically underlined theories.</p>	<p>-</p>	<p>Thinking: Analyzing different viewpoints of human/social sciences, integrating approaches and exploring how sciences are related to cultural heritage. <u>Research:</u> written+oral presentation, social/human sciences are explored and evaluated with help of research material.</p>	<p>1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014 2) Stanford Encyclopedia of Philosophy (online ed.) 3) Dictionary of the History of Ideas (online ed.) 4) Youtube</p>	<p>Economics, Psychology, History.</p>

December 2019: History	<p>1) Past vs history  2) Effect of the observer  3) History, social identity and memory  4) Historical narratives: theory as narrative concept.  5) Personal identity in context of history</p>	<p>1) Case study: documents from the past: what becomes history? (lecture)  2) Croatian independence war: how do we see it? (lecture)  3) History of history (documentary)  4) Case study: History of personal history (Who do you think you are?, TV-show)</p>	<p>Students develop an awareness of how individuals and communities construct knowledge through memory and selection of memory.</p>	-	<p>Thinking: Analyzing different, historically developed points of view, integrating approaches and exploring how history is related to our understanding of self.</p> <p><i>Research:</i> Through the written and oral presentation, history as science is explored and evaluated with the help of research material.</p>	<p>1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014.</p> <p>2) Stanford Encyclopedia of Philosophy (online ed.)  3) Dictionary of the History of Ideas (online ed.)  4) Youtube</p>	History, Arts.
January 2019: Ethics, Arts	<p>1) Ethics vs morality  2) Ethical norm: problem of religion and indigenous ethical systems  3) Immanuel Kant's categorical imperative  4) Science and ethics</p>	<p>1) Philosophy and behaviour: how do we define right and wrong (lecture)  2) Ethical prescriptions and everyday life: is religion an answer (video-clips)?</p>	<p>Students critically reflect on emotionally grounded beliefs and assumptions, leading to more understanding of ethics as such.</p>	-	<p>Thinking: Analyzing different, ethically developed points of view, integrating approaches and exploring how emotions are related to our cultural heritage.</p>	<p>1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014.</p> <p>2)</p>	Languages, History, Natural sciences, Human/Social sciences, Mathematics, Arts

	<p>5) Artistic form and meaning</p> <p>6) Aesthetics</p> <p>7) History of arts vs arts as history resource</p> <p>8) Links with intuition, subjectivity and social norms</p>	<p>3) Categorical imperative and abortion: answers are not easy and always have two sides (lecture).</p> <p>4) Ethics and genetics (documentary)</p> <p>5) What do artists see? (lecture)</p> <p>6) Art history: how arts made a human being (documentary)?</p>			<p><u>Research:</u> Through the written and oral presentation, ethical systems are explored and evaluated with the help of research material.</p>	<p>Stanford Encyclopedia of Philosophy (online ed.)</p> <p>3) Dictionary of the History of Ideas (online ed.)</p> <p>4) Youtube</p>	
February 2019: TOK Essay	<p>Knowledge claim, Argument, Counter-argument, Different perspectives, Analysis</p>	<p>TOK- essay: progress</p>	<p>Students critically reflect on their own beliefs and assumptions, leading to more thoughtful ideas about TOK</p>	<p>1) Understanding the proposition in the title.</p> <p>2) Understanding the knowledge questions that are explicit and implicit in the title, and/or linked the proposition to knowledge questions</p> <p>3) Developing a comprehensive and cogent point of view about the topic and appropriate knowledge qs</p>	-	<p>1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014.</p>	<p>Languages, History, Natural sciences, Human/Social sciences, Mathematics, Arts</p>

<p>March 2019: Religious knowledge systems, Indigenous knowledge systems</p>	<ol style="list-style-type: none"> <li>1) Religion vs faith</li> <li>2) Religion and purposefulness</li> <li>3) Historical development of religions</li> <li>4) Idea of miracle vs idea of theory and law in natural sciences.</li> <li>5) Oral vs written knowledge</li> <li>6) Myth</li> <li>7) Indigenous conventions and codifications of knowledge.</li> </ol>	<ol style="list-style-type: none"> <li>1) Personal and social idea of faith (lecture)</li> <li>2) Why do we need god/gods? (documentary)</li> <li>3) Science and miracles (lecture)</li> <li>4) Australian mythology (documentary)</li> <li>5) Indigenous medicine (documentary)</li> </ol>	<p>Students develop an interest in the diversity and richness of cultural perspectives.</p>	<p>-</p>	<p><u>Thinking:</u> Explaining, evaluating, analyzing role of religion in context of individual and social existence.</p> <p><u>Communication:</u> The ability to evaluate, analyze and discuss religion in context of everyday life.</p>	<ol style="list-style-type: none"> <li>1) Alchin N., Henly C.P.: Theory of Knowledge for the IB Diploma, HODDER EDUCATION, London, 2014.</li> <li>2) Stanford Encyclopedia of Philosophy (online ed.)</li> <li>3) Dictionary of the History of Ideas (online ed.)</li> <li>4) Youtube</li> </ol>	<p>Languages, History, Natural sciences, Human/Social sciences, Mathematics, Arts</p>
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