

Unit title / Month	Key concepts	Knowledge questions	Assessment tasks	ATL skills	Links to other subjects
Introduction to TOK September	Perspective Certainty	What counts as good evidence for a claim? Are some types of knowledge less open to interpretation than others? What constraints should there be on the pursuit of knowledge? What shapes my perspective as a knower? What constitutes a “good reason” for us to accept a claim? How do our expectations and assumptions have an impact on how we perceive things?	questionnaires, quizzes, worksheets, class discussions and debates, practice writing, peer feedback	THINKING - TRANSFER Compare conceptual understanding across multiple subject groups and disciplines	Languages, Psychology, Economics, Sciences, Mathematics, Visual Arts, History, Geography
Knowledge and the knower History Knowledge and language Knowledge and politics Knowledge and technology Knowledge and indigenous societies September/October/ November	Justification Perspective Interpretation Objectivity Responsibility	Why does history enjoy a privileged position as its own dedicated area of knowledge in the TOK curriculum? Why are the criteria for what counts as knowledge not obvious? What counts as a fact in history? How are metaphors used in the construction of knowledge? How do we acquire knowledge? What shapes my perspective as a knower? Can the historian be free of bias in the selection and interpretation of material? How does the way that we identify with past events, such as military victories or defeats, shape our perspective?	questionnaires, quizzes, worksheets, class discussions and debates, practice writing, peer feedback	THINKING - CRITICAL Recognize unstated assumptions and bias Consider ideas from multiple perspectives RESEARCH - MEDIA LITERACY SKILLS Seek a range of perspectives from multiple and varied sources THINKING - CRITICAL Evaluate evidence and arguments SELF-MANAGEMENT - ORGANIZATIONAL Select and use technology effectively and productively	History, Languages, Arts, Sciences, Mathematics, Economics, Psychology

		To what extent do museums package past knowledge to serve the needs of contemporary political systems and authorities? On what criteria can a historian evaluate the reliability of their sources? What constitutes a “good reason” for us to accept a claim? How might the methods of the historian help us to evaluate claims we are exposed to in the media today? How do our interactions with the material world shape our knowledge? How has increased access to images and other multimedia sources had an impact on what we know and how we know? How do our expectations and assumptions have an impact on how we perceive things? As knowers, do we have a moral duty to examine our own assumptions and biases? Based on what standards (criteria) should we judge people and actions in the past? To what extent does deliberate disinformation by educational institutions and governments threaten indigenous knowledge?		RESEARCH - INFORMATION LITERACY SKILLS Use critical literacy skills to analyse and interpret media communications RESEARCH - MEDIA LITERACY SKILLS Demonstrate awareness of media interpretations of events and ideas SOCIAL - COLLABORATION Take responsibility for one’s own actions THINKING - TRANSFER Compare conceptual understanding across multiple subject groups and disciplines COMMUNICATION Consider the impact of media and its ethical implications RESEARCH Identify primary and secondary sources THINKING - CREATIVE Generate metaphors and analogies	
Knowledge and the knower Arts Knowledge and indigenous societies	Perspective Power Justification Responsibility Interpretation	What shapes my perspective as a knower? How do we acquire knowledge? Who determines what art is valued, and on what criteria?	questionnaires, quizzes, worksheets, class discussions and debates, practice writing, peer feedback	THINKING - CRITICAL Consider ideas from multiple perspectives RESEARCH - MEDIA LITERACY SKILLS	Sciences, Mathematics, Languages

Knowledge and language Knowledge and technology Knowledge and politics November/December/January		How reliable are oral traditions in preserving knowledge in indigenous societies? Are intuition, evidence, reasoning, consensus and authority all equally convincing methods of justification? Does convention play a different role in the arts compared to other areas of knowledge? If language works according to sets of rules and conventions, how much scope do we have as individuals to break the rules or challenge these conventions? Is ambiguity a shortcoming of language that must be eliminated, or can it also be seen as making a positive contribution to knowledge and knowing? How do our interactions with technology shape our knowledge? How have new technologies changed the nature and scope of the arts as an area of knowledge? Why are the criteria for what counts as knowledge not obvious? Does art provide knowledge of the artist or of ourselves? In what sense, if any, can a machine be said to know something? Is the production and enjoyment of art subject to ethical constraints? If moral claims conflict, does it follow that all views are equally acceptable?		Seek a range of perspectives from multiple and varied sources SELF-MANAGEMENT - ORGANIZATIONAL Select and use technology effectively and productively SOCIAL - COLLABORATION Take responsibility for one's own actions THINKING - TRANSFER Compare conceptual understanding across multiple subject groups and disciplines	
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		Who owns knowledge? Is cultural appropriation an example of a violation of collective intellectual property rights? On what criteria could we judge whether an action should be regarded as justifiable civil disobedience?			
TOK exhibition February/March	Evidence Certainty Truth Interpretation Power Justification Explanation Objectivity Perspective Culture Values Responsibility	35 TOK exhibition prompts	questionnaires, quizzes, worksheets, class discussions and debates, practice writing, peer feedback	THINKING - CREATIVE Make unexpected or unusual connections between objects and/or ideas COMMUNICATION Paraphrase accurately and concisely Use a variety of organizers for academic writing tasks Read a variety of sources for information and for pleasure THINKING - CRITICAL Gather, evaluate, and organize relevant information from multiple sources to formulate an argument SELF-MANAGEMENT - ORGANIZATIONAL Select and use technology effectively and productively Plan short- and long-term assignments; meet deadlines Use appropriate strategies for organizing complex information Revise and improve on work previously submitted	Languages, Psychology, Economics, Sciences, Mathematics, Visual Arts, History, Geography

				RESEARCH - INFORMATION LITERACY SKILLS Evaluate and select information sources and digital tools based on their appropriateness to specific tasks Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	
Knowledge and the knower Natural sciences Knowledge and indigenous societies Knowledge and language Knowledge and technology April/May/June	Explanation Certainty Justification Perspective Evidence Objectivity Values Responsibility	Is the depiction of the “scientific method” traditionally found in many school science textbooks an accurate model of scientific activity? What kinds of explanations do natural scientists offer? How can it be that scientific knowledge changes over time? How can we know that current knowledge is an improvement on past knowledge? How might differences in their worldviews create challenges for collaboration between environmental scientists and holders of traditional environmental knowledge? How do empathy and imagination help us to understand other perspectives? What are the key current open/unanswered questions in natural sciences? How might we, as members of the public, judge whether to	questionnaires, quizzes, worksheets, class discussions and debates, practice writing, peer feedback	THINKING - CRITICAL Evaluate evidence and arguments Consider ideas from multiple perspectives RESEARCH - MEDIA LITERACY SKILLS Seek a range of perspectives from multiple and varied sources Demonstrate awareness of media interpretations of events and ideas SOCIAL - COLLABORATION Take responsibility for one’s own actions Listen actively to other perspectives and ideas Practise empathy SELF-MANAGEMENT - ORGANIZATIONAL Select and use technology effectively and productively	Sciences, History, Mathematics, Languages

		accept scientific findings if we do not have detailed scientific knowledge? What shapes my perspective as a knower? Is science, or should it be, value-free? Should we hold people responsible for the applications of technologies they develop/create?		RESEARCH - INFORMATION LITERACY SKILLS Use critical literacy skills to analyse and interpret media communications Understand and implement intellectual property rights THINKING - TRANSFER Compare conceptual understanding across multiple subject groups and disciplines	
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Unit title / Month	Key concepts	Knowledge questions	Assessment tasks	ATL skills	Links to other subjects
Knowledge and the knower Mathematics September/October	Values Justification Perspective Certainty Explanation Evidence Responsibility	Why do you think mathematics enjoys a privileged status in many education systems? Why is mathematics so important in other areas of knowledge, particularly the natural sciences? Is mathematics invented or discovered? What constitutes a “good reason” for us to accept a claim? Are intuition, evidence, reasoning, consensus and authority all equally convincing methods of justification? How do mathematicians reconcile the fact that some conclusions seem to conflict with our intuitions? What personal traits (such as taking seriously the knowledge of others) do we need in order to be ethical knowers? Are there responsibilities that necessarily come with knowing something or knowing how to do something? How are unethical practices, such as “data dredging”, used by statisticians to deliberately manipulate and mislead people? What steps can we take to help ourselves avoid being misled by statistics used in unclear or disingenuous ways in the media?	questionnaires, quizzes, worksheets, class discussions and debates, practice writing, peer feedback	THINKING - CRITICAL Recognize unstated assumptions and bias Consider ideas from multiple perspectives RESEARCH - INFORMATION LITERACY SKILLS Use critical literacy skills to analyse and interpret media communications RESEARCH - MEDIA LITERACY SKILLS Demonstrate awareness of media interpretations of events and ideas Seek a range of perspectives from multiple and varied sources THINKING - CRITICAL Evaluate evidence and arguments SOCIAL - COLLABORATION Take responsibility for one’s own actions THINKING - TRANSFER Compare conceptual understanding across multiple subject groups and disciplines	Sciences, Psychology, Economics, Visual Arts, History, Computer Science, Languages

Knowledge and the knower Human sciences October/November	Certainty Explanation Evidence Justification Objectivity Responsibility Interpretation	To what extent are the methods used to gain knowledge in the human sciences “scientific”? Is it possible to eliminate the effect of the observer in the pursuit of knowledge in the human sciences? To what extent are the methods used in the human sciences limited by the ethical considerations involved in studying human beings? What are the main difficulties that human scientists encounter when trying to provide explanations of human behaviour?	questionnaires, quizzes, worksheets, class discussions and debates, practice writing, peer feedback	SELF-MANAGEMENT - ORGANIZATIONAL Select and use technology effectively and productively THINKING - TRANSFER Compare conceptual understanding across multiple subject groups and disciplines	Sciences
TOK essay November/December	Evidence Certainty Truth Interpretation Power Justification Explanation Objectivity Perspective Culture Values Responsibility	6 TOK prescribed essay titles	questionnaires, quizzes, worksheets, class discussions and debates, practice writing, peer feedback	COMMUNICATION Paraphrase accurately and concisely Use a variety of organizers for academic writing task Read a variety of sources for information and for pleasure THINKING - CRITICAL Gather, evaluate, and organize relevant information from multiple sources to formulate an argument SELF-MANAGEMENT - ORGANIZATIONAL Select and use technology effectively and productively Plan short- and long-term assignments; meet deadlines	History, Visual Arts, Languages, Sciences, Mathematics, Economics, Psychology

				Use appropriate strategies for organizing complex information Revise and improve on work previously submitted RESEARCH - INFORMATION LITERACY SKILLS Evaluate and select information sources and digital tools based on their appropriateness to specific tasks Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions THINKING - CRITICAL Consider ideas from multiple perspectives Evaluate evidence and arguments Develop contrary or opposing arguments Recognize unstated assumptions and bias THINKING - TRANSFER Compare conceptual understanding across multiple subject groups and disciplines THINKING - CREATIVE Use brainstorming and visual diagrams to generate new ideas and inquiries	
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Knowledge and indigenous societies Knowledge and technology Knowledge and politics Knowledge and language December	Culture Perspective Objectivity Certainty Justification Objectivity Truth Evidence Interpretation	Does our culture determine what we know? How has technology had an impact on how we browse, search and filter data and information? Can algorithms be biased? To what extent can polls provide reliable knowledge and accurate predictions? How does computation help people to process data and information to gain knowledge? To what extent have technological developments led to an increase in data being collected without people's consent or when they are unaware that it is being collected? How might the language used in polls and questionnaires influence the conclusions that are reached? How can we know if language is intended to deceive or manipulate us? How might political controversies be triggered by developments in scientific knowledge?	questionnaires, quizzes, worksheets, class discussions and debates, practice writing, peer feedback	SELF-MANAGEMENT - ORGANIZATIONAL Select and use technology effectively and productively RESEARCH - INFORMATION LITERACY SKILLS Use critical literacy skills to analyse and interpret media communications RESEARCH - MEDIA LITERACY SKILLS Demonstrate awareness of media interpretations of events and ideas	Languages, Computer science
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TOK, ATL Skills, CAS and International-Mindedness

Through inquiry into knowledge, evidence, perspectives and values, students develop critical and creative thinking, research, communication, self-management and collaboration skills. The course promotes international-mindedness by examining diverse cultural perspectives and knowledge systems, including indigenous knowledge. Connections with CAS encourage students to apply TOK concepts to authentic experiences and ethical action within local and global communities. Academic integrity underpins all learning, requiring students to use sources responsibly, acknowledge intellectual property and construct evidence-based arguments.

