

Your final year of Theory of Knowledge will consist of three main components: the linking of further areas of knowledge with the ways, responsibilities, and issues introduced last year; the development and completion of your TOK essay; and working on CAS/Extended Essay.

As a refresher, the aims of the Theory of Knowledge course are to:

- develop a fascination with the richness of knowledge as a human endeavor, and an understanding of the empowerment that follows from reflecting upon it.
- develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals.
- encourage students to reflect on their experiences as learners, in everyday life and in the Diploma Program, and to make connections between academic disciplines and between thoughts, feelings and actions.
- encourage an interest in the diversity of ways of thinking and ways of living of individuals and communities, and an awareness of personal and ideological assumptions, including participants' own.
- encourage consideration of the responsibilities originating from the relationship between knowledge, the community and the individual as citizen of the world.

The Theory of Knowledge assessment model contains two components, both of which need to be completed within the 100 minimum hours designated for the course. Presentations are an integral part of the course.

- As you know, the internal assessment was completed your junior year. It is worth 33% of your IB grade and consisted of one 10-minute presentation to the class on a knowledge issue raised by a substantive real-life situation of interest to you.
- The external assessment will be completed senior year. It is worth 67% of your IB grade and is a 1200-1600 word essay on a prescribed title. The essay is to be chosen from a list of six prescribed titles provided by IB (they are different every year).

Both the internal and external assessments are designed to showcase a student's ability to:

- analyze critically knowledge claims, their underlying assumptions and their implications.
- generate questions, explanations, conjectures, hypotheses, alternative ideas and possible solutions in response to knowledge issues concerning areas of knowledge, ways of knowing and students' own experience as learners.
- demonstrate an understanding of different perspectives on knowledge issues.
- draw links and make effective comparisons between different approaches to knowledge issues that derive from areas of knowledge, ways of knowing, theoretical positions and cultural values.
- demonstrate an ability to give a personal, self-aware response to a knowledge issue.
- formulate and communicate ideas clearly with due regard for accuracy and academic honesty.

Textbook and Supplementary Sources:

- IB ToK textbook
- Supplemental photocopies/handouts will be distributed throughout the year
- Films and clips will similarly be shown during class time

Materials:

- A 1.5” binder
- A pocket folder or some other supply to hold handouts, etc...
- Loose-leaf paper
- Pens (blue or black only) or pencils
- Highlighters and/or colored pencils for guided note-taking and analysis (optional)

Assessment and Grading Policies:

Each marking period grade will be determined as follows:

• Summative assessments (tests, projects, presentations, essays, etc.)	35%
• Formative assessments (quizzes, daily work, homework, etc.)	25%
• TOK Journal	15%
• CAS	15%
• Participation	10%

Homework: It will be assigned and checked on a regular basis. Late homework will receive no more than 50% credit. Late homework should be handed to Mrs. Banas at the beginning of the period.

Participation: TOK cannot work as a class if there is not active student participation. Therefore, each student plays a vital role as an active contributor to discussions. It is equally important that each student is an engaged listener during every class. Questions are just as important as opinions and facts, so believe that you to do have anything to contribute. In addition, your participation grade will be impacted by your punctuality (or lack thereof), treatment of others, the ability to follow directions, and meet expectations.

Absences: Students are responsible for missed work due to absences. It is their responsibility to touch base with Mrs. Banas to find out what was missed. **Students are expected to arrive on time to every class and be prepared and ready to work when the bell rings. Frequent tardiness will result in the lowering of the student’s participation grade.** If a student is in school and will miss a class due to a music lesson, rehearsal, the Science Research Program, or any other legal reason, s/he must inform Mrs. Banas and s/he is still accountable for turning in all assignments due that day and for obtaining all handouts/worksheets/ homework assignments for that day or items that are due the following day. **There is a zero tolerance policy for skipping class and other unexcused absences.**

NOTE: As seniors, your academic year ends in the middle of May when you go off to your senior internships. Therefore, the first seven weeks of the third quarter will be used for your third quarter grade and the final three weeks of the third quarter will be added to any fourth quarter grades given before internships begin.

Methods of Communication: When necessary, I will communicate with parents via email and phone calls. Parents are encouraged to contact me via email at: ebanas@buffaloschools.org or call my direct line at 816-4235.

Classroom Policies:

- All district and school policies are followed in TOK.
- There is no eating or drinking in the classroom without prior approval (water is fine).
- Students are expected to arrive on time, with necessary materials (listed above) and any appropriate reading selections/homework for that day.
- All students MUST respect other people’s opinions, space, and personal belongings.
- All students will use appropriate language.

ToK Journal information

Your ToK journal will make up 15% of your grade for senior year ToK.

If you read a book, newspaper, or magazine article that triggers an association with ToK, write about it. If you overhear or participate in a conversation that is intellectually or spiritually stimulating, write about it. Any thought or insight relevant to ToK is acceptable: TV, movies, music, theater, friends, church/synagogue/temple/mosque, ads, travel, other classes, sports, viewing of art, anything in or outside of class that seems related to issues of knowing. The object is to create a dialogue with yourself where you can question the world and propose your own insights into the how and why of things.

Journal entries need not be all narrative. Poems, dialogues, and drawings are acceptable; however, each journal entry must always clearly explain why the subject is pertinent to TOK. ManageBac should automatically date the entry. If the relevance of your journal entry to ToK is not clear, the particular entry will receive no credit. Remember, you are always dealing with issues and problems of knowing.

Examples to help you:

- Pay attention to instances of logical or informal fallacies occurring around you.
- Describe instances in which your sense perceptions influenced your reactions to your environment.
- Describe arguments that occurred because people defined their terms differently (what were the different definitions and did the people involved finally realize their fallacies?)
- Think of current events from a ToK framework.
- If you have visited an historical or art museum, what caught your eye? Aesthetically what did you find pleasing and why? What, to you, is good art, literature, music, architecture, dance, poetry, etc...?

Extra Benefit: When you write your ToK paper, you may find your journal entries have provided stimulus for further discussion.

Journal entries should be a minimum of 200 words. Journals are worth 20 points each. Five (5) points of every assignment will be having the journal in on time. The other 15 points will be graded as follows:

Grade Descriptors:

15: The quality of the student's journal is exceptional

- Journal responses demonstrate an in-depth, insightful understanding of topic under consideration
- Student has made appropriate vocabulary choices/entry is clearly labeled
- Student has fully demonstrated self-reflection as a knower

12: The quality of the student's response is good, but not exceptional

- Journal response demonstrates thoughtful consideration of topic
- Response is complete/vocabulary is mostly appropriate
- Some evidence of self reflection as a knower

9: Student response incorporates some qualities from grade levels 12 and 6

6: The quality of the student's response is satisfactory

- Student does not demonstrate full understanding of topic
- Response is somewhat developed/vocabulary is sometimes appropriate/unclearly labeled
- Little evidence of self-reflection as a knower

3: The quality of the student's response is not satisfactory

- Response is incomplete
- Student has not demonstrated an understanding of the topic
- Self-reflection is not evident

0: Response is missing

[Attribution: ToK Framework was created by relying heavily on: <http://amyscott.com/journals.htm> and <http://crosslandibtok.wikispaces.com/Journal+Entries>]