

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

INTERNATIONAL BACCALAUREATE PROGRAM

THEORY OF KNOWLEDGE, YEAR 2

Grade Level: 12

Credits: 1.25

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 29, 2016

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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IB THEORY OF KNOWLEDGE

COURSE PHILOSOPHY

The International Baccalaureate Organization provides the following philosophy: *“TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that ‘I/we know X’ or ‘I/we know how to Y’, or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between shared knowledge and personal knowledge is made in the TOK guide. This distinction is intended as a device to help teachers construct their TOK course and to help students explore the nature of knowledge.”*

COURSE DESCRIPTION

The International Baccalaureate Organization provides the following description: *“While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing (WOKs). They are language, sense perception, emotion, reason, imagination, faith, intuition, and memory. Students must explore a range of ways of knowing, and it is suggested that studying four of these eight in depth would be appropriate. The WOKs have two roles in TOK: they underlie the methodology of the areas of knowledge and they provide a basis for personal knowledge. Discussion of WOKs will naturally occur in a TOK course when exploring how areas of knowledge operate. Since they rarely function in isolation, the TOK course should explore how WOKs work, and how they work together, both in the context of different areas of knowledge and in relation to the individual knower. This might be reflected in the way the TOK course is constructed. Teachers should consider the possibility of teaching WOKs in combination or as a natural result of considering the methods of areas of knowledge, rather than as separate units.”*

COURSE SUMMARY

COURSE GOALS

CG1: Students will analyze the role that perspective plays in the acquisition of knowledge and apply that understanding to their future learning experiences.

CG2: Students will become wide-ranging inquirers, active participants in the process of lifelong learning, and individuals who analyze knowledge questions with an open mind.

CG3: Students will demonstrate empathy on a global scale through cultural understanding and respect; appreciating the notion that other people, with their differences, can also be right.

COURSE ENDURING UNDERSTANDINGS

CEU1: Perspective informs the acquisition of knowledge.

CEU2: A multitude of interpretations can sufficiently address a knowledge question.

CEU3: Learning is truly a lifelong endeavor that evolves over time through experience, empathy, and open-mindedness.

COURSE ESSENTIAL QUESTIONS

CEQ1: How does one know?

CEQ2: How can a knowledge question have multiple answers?

CEQ3: Does knowledge change with time and experience?

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
<u>Unit 3</u> <u>Being Logical: Reason and Mathematics</u>	Students will analyze reason as a way of knowing and mathematics as a unique area of knowledge.	12-14 weeks
<u>Unit 4</u> <u>Communicating Knowledge: Language, History and Ethics</u>	Students will analyze language as a way of knowing and history and ethics as unique areas of knowledge.	16-18 weeks
<u>Unit 5</u> <u>Feeling and Knowledge: Emotion and the Arts</u>	Students will analyze emotion as a way of knowing and the arts as a unique area of knowledge.	12-14 weeks

IB THEORY OF KNOWLEDGE - YEARS 1 and 2**UNIT 3: Being Logical: Reason (WOK) and Mathematics (AOK)****SUGGESTED DURATION: 12-14 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze reason as a way of knowing and mathematics as a unique area of knowledge.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can apply the conceptual framework presented in the unit to both broader and more specific analyses of lifelong learning and education.		
3	The student can: <ul style="list-style-type: none"> • assess and compare the various ways in which reason is used as a unique way of knowing; • thoroughly investigate the key elements that, together, comprise the intellectual underpinnings of mathematics as a unique area of knowledge; • formulate unique arguments about the nature of reason as a way of knowing; • create unique and insightful discussion questions that further probe the intellectual underpinnings of mathematics; • connect the various elements of the acquisition of knowledge through reason and continue to draw both broad and specific conclusions about the nature of knowledge itself. 		
2	The student can complete all score 3 performances with minor mistakes and/or has begun to approach higher-order thinking skills in regards to the aforementioned guidelines, but, while making significant intellectual strides towards that goal, is still working their way through that process.		
1	The student needs assistance in order to reach the goal of having a strong grasp of the nature of knowledge, its acquisition, and its utilization.		
0	Even with help, the student does not exhibit understanding of the performances listed in score 3.		
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
EU1: The use of logic is a way of knowing.		EQ1: What is reason and how is it used in the acquisition of knowledge?	
EU2: Logic is perspective.		EQ2: What constitutes a logical argument?	
EU3: Mathematics is a unique area of knowledge that requires particular cognitive methodologies to interpret.		EQ3a: Was math invented or discovered? EQ3b: Can mathematics be beautiful? EQ3c: Is math truth?	

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 EU1,2, 3 EQ1, 2, 3a, b, c 11-12.RST.7 DOK 4	<p>Part 1 - <i>The Presentation</i>: "One presentation to the class by an individual or a group (a maximum of three persons in a group). Approximately 10 minutes per student is allowed for the presentation. One written presentation planning document (TK/PPD) for each student. The teacher must use the assessment descriptors published in this guide to arrive at a mark for the presentation based on the student's presentation plan (on the TK/PPD) and his/her observation of the presentation itself. The teacher must record his/her observations of the presentation on the TK/PPD. A sample of TK/PPDs is selected and moderated by the IB. 10 marks." –IB Course Guide online</p> <p>Using content and skills learned in the <i>Theory of Knowledge</i> curriculum, students will deliver a cumulative presentation highlighting their expertise in a particular area of the material studied.</p>
LG1 EU1,2, 3 EQ1, 2, 3a, b, c 11-12.RST.7 11-12.WHST.1, 7, 9 DOK 4	<p>Part 2 - <i>Essay on a Prescribed Title</i>: "One essay on a title chosen from a list of six titles prescribed by the IB for each examination session. The prescribed titles will be issued on the OCC in the September prior to submission for May session schools, and in the March prior to submission for November session schools. The maximum length for the essay is 1,600 words. All essays are externally assessed by the IB. 10 marks." -IB Course Guide Online</p>
LG1 EU1,2, 3 EQ1, 2, 3a, b, c 11-12.RST.1, 2, 7 DOK 4	<p>Part 3 - <i>Student Portfolios</i>: Throughout the year students will develop an ever-evolving portfolio that compiles various articles, cartoons, writings, documents, etc. that, together, demonstrate a growing body of knowledge in key areas of the <i>Theory of Knowledge</i> curriculum. Each unit will be a specific chapter in this body of work. Students will be expected to demonstrate intellectual initiative and a developing understanding of the material in this assessment. Students must assess how these various documents provide unique insight into the discussion of the Ways of Knowing and the Areas of Knowledge. This assessment provides the content-specific evaluation for each unit.</p>

*Note: These assessments are worded identically across each unit due to the course-long, cumulative nature of the course goals.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
emotion faith imagination intuition knowledge claims language mathematics memory personal knowledge reason sense perception shared knowledge zone of exchange (further declarative knowledge is predicated on content being explored by discipline-specific teacher, and, thus, may vary accordingly)	Formulate insightful arguments about the nature of scholarly debate while continuing to assess a myriad of sources across cultures and time (DOK 2)	11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	Critique epistemological and philosophical texts and properly place them within the broad body of knowledge studies (DOK 3)	11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	Critique the effectiveness and applicability of various forms of academic media in relation to one another (DOK 3)	11-12.WHST.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
	Formulate unique, scholarly arguments addressing the nature of knowledge and its application across various disciplines (DOK 3) Analyze the development of one's arguments as they change over time (DOK 4)	11-12.WHST.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
	Formulate theories addressing the nature of knowledge, its acquisition, and its utilization (DOK 3) Write arguments analyzing knowledge claims in daily life and in scholarly sources (DOK 4) Connect knowledge claims to broader questions and analyses of epistemology and philosophy (DOK 4)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Analyze the effectiveness of historical writing as a means of communicating knowledge (DOK 3) Design a formulaic system for assessing the course of historical events (a unified theory that seeks to process historical phenomena in an organized, methodical way) (DOK 4) Formulate theories and writing samples that demonstrate understanding of historical writing, while critiquing its value (DOK 4)		

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Revise previous assumptions, arguments, and theses as research expands and encompasses a larger body of sources (DOK 3)	11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	Create formal and thorough written products that demonstrate mastery of the processes involved in scholarly research (DOK 4)	
	<p>Interpret point of view, audience, and effectiveness in various texts and connect those findings to individual research (DOK 3)</p> <p>Analyze the nature of scholarly research and, through that process, find holes in various disciplinary approaches to the acquisition of knowledge (DOK 4)</p>	11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

IB THEORY OF KNOWLEDGE – YEAR 2**UNIT 4: Communicating Knowledge: Language (WOK), History and Ethics (AOK)****SUGGESTED DURATION: 16-18 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze language as a way of knowing and history and ethics as unique areas of knowledge.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can apply the conceptual framework presented in the unit to both broader and more specific analyses of lifelong learning and education.		
3	<p>The student can:</p> <ul style="list-style-type: none"> • assess and compare the various ways in which language is a unique way of knowing; • thoroughly investigate the key elements that, together, comprise the intellectual underpinnings of history and ethics as unique areas of knowledge; • formulate unique arguments about the nature of language as a way of knowing; • create unique and insightful discussion questions that further probe the intellectual underpinnings of history, language, and ethics; • connect the various elements of the acquisition of knowledge through language and continue to draw both broad and specific conclusions about the nature of knowledge itself. 		
2	The student can complete all score 3 performances with minor mistakes and/or has begun to approach higher-order thinking skills in regards to the aforementioned guidelines, but, while making significant intellectual strides towards that goal, is still working their way through that process.		
1	The student needs assistance in order to reach the goal of having a strong grasp of the nature of knowledge, its acquisition, and its utilization.		
0	Even with help, the student does not exhibit understanding of the performances listed in score 3.		
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
EU1: Language is often used as a way of knowing.		EQ1a: What role does language play in shaping our knowledge? EQ1b: Can certain knowledge transcend language?	
EU2: History is a unique area of knowledge that requires particular cognitive methodologies to interpret.		EQ2a: What constitutes an historical fact? EQ2b: Does history, in fact, repeat itself?	
EU3: Ethics is a unique area of knowledge that requires particular cognitive methodologies to interpret.		EQ3a: Do ethical truths exist? EQ3b: Why be moral?	

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 EU1,2, 3 EQ1a, b, 2a, b, 3a, b, c 11-12.RST.7 DOK 4	<p>Part 1 - <i>The Presentation</i>: "One presentation to the class by an individual or a group (a maximum of three persons in a group). Approximately 10 minutes per student is allowed for the presentation. One written presentation planning document (TK/PPD) for each student. The teacher must use the assessment descriptors published in this guide to arrive at a mark for the presentation based on the student's presentation plan (on the TK/PPD) and his/her observation of the presentation itself. The teacher must record his/her observations of the presentation on the TK/PPD. A sample of TK/PPDs is selected and moderated by the IB. 10 marks." –IB Course Guide online</p> <p>Using content and skills learned in the <i>Theory of Knowledge</i> curriculum, students will deliver a cumulative presentation highlighting their expertise in a particular area of the material studied.</p>
LG1 EU1,2, 3 EQ1a, b, 2a, b, 3a, b, c 11-12.RST.7 11-12.WHST.1, 7, 9 DOK 4	<p>Part 2 - <i>Essay on a Prescribed Title</i>: "One essay on a title chosen from a list of six titles prescribed by the IB for each examination session. The prescribed titles will be issued on the OCC in the September prior to submission for May session schools, and in the March prior to submission for November session schools. The maximum length for the essay is 1,600 words. All essays are externally assessed by the IB. 10 marks." -IB Course Guide Online</p>
LG1 EU1,2, 3 EQ1a, b, 2a, b, 3a, b, c 11-12.RST.1, 2, 7 DOK 4	<p>Part 3 - <i>Student Portfolios</i>: Throughout the year students will develop an ever-evolving portfolio that compiles various articles, cartoons, writings, documents, etc. that, together, demonstrate a growing body of knowledge in key areas of the <i>Theory of Knowledge</i> curriculum. Each unit will be a specific chapter in this body of work. Students will be expected to demonstrate intellectual initiative and a developing understanding of the material in this assessment. Students must assess how these various documents provide unique insight into the discussion of the Ways of Knowing and the Areas of Knowledge. This assessment provides the content-specific evaluation for each unit.</p>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
ethics history (further declarative knowledge is predicated on content being explored by discipline-specific teacher, and, thus, may vary accordingly)	Identify knowledge claims throughout various academic disciplines (DOK 2)	11-12.WHST.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
	Analyze the processes involved in the development of claims and counterclaims to a scholarly argument (DOK 3)	
	Design diverse presentations to demonstrate mastery of the interdisciplinary nature of the TOK course of study (DOK 4)	11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
	Draw informed conclusions from digital presentations about the nature of effectively presenting one's research findings (DOK 3)	
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
emotion faith imagination intuition knowledge claims language memory personal knowledge reason sense perception shared knowledge zone of exchange	Critique the effectiveness and applicability of various forms of academic media in relation to one another (DOK 3)	11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	Formulate unique arguments about the acquisition of knowledge from multiple sources (DOK 3)	
	Compare the methodologies of various forms of media across culture and time (DOK 3)	11-12.WHST.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
	Analyze knowledge claims in daily life and in scholarly sources (DOK 3)	
	Connect knowledge claims to broader questions and analyses of epistemology and philosophy (DOK 4)	
	Formulate theories addressing the nature of knowledge, its acquisition, and its utilization (DOK 4)	11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Revise previous assumptions, arguments, and theses as research expands and encompasses a larger body of sources (DOK 3)		
	Create formal and thorough written products that demonstrate mastery of the processes involved in scholarly research (DOK 4)	11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.
	Interpret point of view, audience, and effectiveness in various texts and connect those findings to individual research (DOK 3)	
	Analyze the nature of scholarly research and, through that process, find holes in various disciplinary approaches to the acquisition of knowledge (DOK 4)	

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	<p data-bbox="495 164 1094 220">Critique one's effectiveness when writing to convey an epistemological argument (DOK 3)</p> <p data-bbox="495 256 1209 313">Formulate unique arguments about knowledge through analytical writing exercises (DOK 4)</p>	<p data-bbox="1268 164 2020 280">11-12.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

IB THEORY OF KNOWLEDGE - YEAR 2**UNIT 5: Feeling and Knowledge: Emotion (WOK) and the Arts (AOK)****SUGGESTED DURATION: 12-14 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze emotion as a way of knowing and the arts as a unique area of knowledge.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can apply the conceptual framework presented in the unit to both broader and more specific analyses of lifelong learning and education.		
3	The student can: <ul style="list-style-type: none"> • assess and compare the various ways in which emotion is a unique way of knowing; • thoroughly investigate the key elements that, together, comprise the intellectual underpinnings of the arts as a unique area of knowledge; • formulate unique arguments about the nature of emotion as a way of knowing; • create unique and insightful discussion questions that further probe the intellectual underpinnings of the arts; • connect the various elements of the acquisition of knowledge through emotion and continue to draw both broad and specific conclusions about the nature of knowledge itself. 		
2	The student can complete all score 3 performances with minor mistakes and/or has begun to approach higher-order thinking skills in regards to the aforementioned guidelines, but, while making significant intellectual strides towards that goal, is still working their way through that process.		
1	The student needs assistance in order to reach the goal of having a strong grasp of the nature of knowledge, its acquisition, and its utilization.		
0	Even with help, the student does not exhibit understanding of the performances listed in score 3.		
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
EU1: One's emotions are a unique way of knowing.		EQ1a: Is emotion the antithesis of reason in regards to knowing? EQ1b: Are emotions universal?	
EU2: The arts, together, comprise a unique area of knowledge.		EQ2a: Is all art of equal worth? EQ2b: Is art purely subjective?	

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 EU1,2, EQ1a, b, 2a, b 11-12.RST.7 DOK 4	<p>Part 1 - <i>The Presentation</i>: "One presentation to the class by an individual or a group (a maximum of three persons in a group). Approximately 10 minutes per student is allowed for the presentation. One written presentation planning document (TK/PPD) for each student. The teacher must use the assessment descriptors published in this guide to arrive at a mark for the presentation based on the student's presentation plan (on the TK/PPD) and his/her observation of the presentation itself. The teacher must record his/her observations of the presentation on the TK/PPD. A sample of TK/PPDs is selected and moderated by the IB. 10 marks." –IB Course Guide online</p> <p>Using content and skills learned in the <i>Theory of Knowledge</i> curriculum, students will deliver a cumulative presentation highlighting their expertise in a particular area of the material studied.</p>
LG1 EU1,2, EQ1a, b, 2a, b 11-12.RST.7 11-12.WHST.1, 7, 9 DOK 4	<p>Part 2 - <i>Essay on a Prescribed Title</i>: "One essay on a title chosen from a list of six titles prescribed by the IB for each examination session. The prescribed titles will be issued on the OCC in the September prior to submission for May session schools, and in the March prior to submission for November session schools. The maximum length for the essay is 1,600 words. All essays are externally assessed by the IB. 10 marks." -IB Course Guide Online</p>
LG1 EU1,2, EQ1a, b, 2a, b 11-12.RST.1, 2, 7 DOK 4	<p>Part 3 - <i>Student Portfolios</i>: Throughout the year students will develop an ever-evolving portfolio that compiles various articles, cartoons, writings, documents, etc. that, together, demonstrate a growing body of knowledge in key areas of the <i>Theory of Knowledge</i> curriculum. Each unit will be a specific chapter in this body of work. Students will be expected to demonstrate intellectual initiative and a developing understanding of the material in this assessment. Students must assess how these various documents provide unique insight into the discussion of the Ways of Knowing and the Areas of Knowledge. This assessment provides the content-specific evaluation for each unit.</p>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
the arts emotion faith imagination intuition knowledge claims language memory personal knowledge reason sense perception shared knowledge zone of exchange	Critique the effectiveness and applicability of various forms of academic media in relation to one another (DOK 3) Compare the methodologies of various forms of media across culture and time (DOK 3)	11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
(further declarative knowledge is predicated on content being explored by discipline-specific teacher, and, thus, may vary accordingly)	Write arguments analyzing knowledge claims throughout various academic disciplines from a variety of epistemological perspectives (DOK 4) Apply concepts learned while analyzing the development of claims and counterclaims to a scholarly argument in one's own research endeavors (DOK 4)	11-12.WHST.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
	Revise previous assumptions, arguments, and theses based on continued research findings (DOK 3)	11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	Create formal and thorough written products that demonstrate mastery of the processes involved in scholarly research (DOK 4)	11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
	Draw informed conclusions from digital presentations about the nature of effectively presenting one's research findings (DOK 3) Design diverse presentations to demonstrate mastery of the interdisciplinary nature of the TOK course of study (DOK 4)	