



## Santa Rosa City Schools Course Proposal:

**Title:** AVID 12/Theory of Knowledge 2 IB

**Transcript abbreviations:** AVID Senior Seminar/TOK 2 IB

**Proposal Submitted By:** Montgomery High School

**Needs Statement:** Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Master schedule restrictions currently force AVID students who want to pursue the IB diploma to drop out of the AVID program because there are not enough periods in the school day to maintain a four-year elective class while also taking the courses needed for the IB diploma. However, for many of the first generation college, students of color, and/or struggling students in the program, AVID is the vehicle that opens access to IB in the first place. In order for these students to be able to fulfill the diploma requirements without sacrificing the support that helps them succeed, and because many schools that offer both AVID and IB face the same issue, the AVID and IB organizations came together and agreed to add Theory of Knowledge curriculum (ToK) to replace some AVID elective curriculum and blend the courses over the 11th and 12th grade years. The goal of this course is to increase access for all students to both the IB and AVID programs. All students deserve access to higher level classes, and the combination staves off a potential equity matter, allowing students the opportunity to work to their maximum potential and pursue the IB diploma while still receiving support from programs like AVID. See links below to view meeting notes.

The site goals include to expand the IB program to get more students involved in the courses and potentially earning the IB Diploma. Another goal at MHS is to have every student at MHS take at least one IB course per the WASC and SPSA goals.

**SPSA Goal 1-** "Increase the number of students successfully completing A-G courses with a C or better in all grade levels, with a special emphasis on 9th and 10th graders. Montgomery will continue to extend and refine current student supports, investigating and collating possible new supports and deciding on and implementing new interventions for students who are struggling."

**WASC Goal #1-** Provide a coherent, rigorous and relevant teaching and learning program to graduate students who are ready for college and career.

**WASC Goal #3-** All students will develop characteristics of IB Learner: all students will read closely, do evidence-based writing for a variety of purposes, speak and listen collaboratively and engage in research.

[Appendix A: December 2017 PAC](#)

[Appendix B: IB/Admin Meeting 8/17/2018](#)

[Appendix C: AVID Site Team Meeting 9/12/2017](#)

**Graduation Requirements: Specify which requirement is met. (High School only)**

This is a "g" elective which qualifies for elective credits towards graduation. UC/CSU Honors (Weighted)

**UC a-g Requirements: Specify which requirement is met. (High School only)**

This is a "g" elective which satisfies the "g" requirements for UC's and CSU

**Explain the rationale for course addition or modification. How does this fit in with district/site goals. Is this course replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.**

This course is the second year of a blending of the IB Theory of Knowledge and AVID 12 courses as part of a two year progression over the 11th and 12th grade years. Teaching the TOK content over two full years ensures that students are covering the material in the already UC a-g honors approved IB Theory of Knowledge course. TOK's critical thinking coursework is essential for students' ability to interpret and interact with the complicated issues they will be facing in the world around them. The focus of the AVID elective is to develop learning, study and academic behavioral skills that are essential to success in rigorous coursework.

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**Explain the measurable learning outcomes**

The culminating assessment for the course includes a presentation, lasting 10-30 minutes, on a Theory of Knowledge topic of the student's choice to be externally assessed by IB examiners. Additionally, students will write two essays analyzing ways of knowing (WOK's) and areas of knowledge (AOK's). One of these essays will be submitted and externally assessed by IB examiners.

**Objectives:**

The TOK course will 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. The areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge. They are mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems. Students will explore a range of areas of knowledge, and study six of these eight. The knowledge framework is a device for exploring the areas of knowledge. It identifies the key characteristics of each area of knowledge by depicting

each area as a complex system of five interacting components. This enables students to effectively compare and contrast different areas of knowledge and allows the possibility of a deeper exploration of the relationship between areas of knowledge and ways of knowing.

The objectives for senior year AVID are for students to: complete and submit college applications, apply for financial aid, develop a financial plan for paying for college, applying for scholarships, preparing for the transition to college life and independence, and refining their academic skills to succeed in college courses.

**GOALS:**

Students will demonstrate the ability to read, write and think critically while participating in challenging collaborative group and individual projects. Students will learn to draw correlations between diverse ideas and philosophies and their own beliefs and values. Specifically, the TOK course identifies eight ways of knowing (WOKs). They are language, sense perception, emotion, reason, imagination, faith, intuition, and memory. Students will explore a range of ways of knowing and will study four of these eight in depth. The WOKs have two roles in TOK: (1) they underlie the methodology of the areas of knowledge and (2) they provide a basis for personal knowledge.

Students will demonstrate the ability to write analytical essays that require skill in assessing new information, summarizing and making applications to new situations. Students will learn and practice the critical reading, writing and communication skills needed to succeed in college level work. Students will learn how to compare, evaluate and judge diverse ideas, values and theories that influence society. Students will learn how to prepare for and explore the various opportunities and processes for college admission.

**Course Description (To be used in the course catalog)**

Students in AVID 12/TOK continue with the second year of the IB Theory of Knowledge course. Students complete their TOK essay and presentation which is the final assessment for this course. The AVID portion of the course guides students through the entire college application process including: completing college applications, applying for scholarships and financial aid, and continuing to study for the SAT and ACT which students will take in the fall of their Senior year. Students also prepare for college level work and a successful transition to college life. Eligible AVID Seniors also have the opportunity to attend an overnight college field trip in early fall to visit four more universities.

+ UC/CSU Honors (Weighted)

## Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

### **Daily Assignments:**

#### **Objectives:**

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It is expected that by the end of the TOK course, students will be able to:

1. identify and analyse the various kinds of justifications used to support knowledge claims
2. formulate, evaluate and attempt to answer knowledge questions
3. examine how academic disciplines/areas of knowledge generate and shape knowledge
4. understand the roles played by ways of knowing in the construction of shared and personal knowledge
5. explore links between knowledge claims, knowledge questions, ways of knowing and areas of knowledge
6. demonstrate an awareness and understanding of different perspectives and be able to relate these to one's own perspective
7. explore a real-life situation from a TOK perspective in the presentation.

Course content:

**Unit: Financial Aid**

Students will participate in collaborative study groups on a weekly basis. Student will work collaboratively using the Socratic Method to support each other in clarifying points of confusion in their academic classes. Students will also reflect on their learning that took place in tutorial and reflect on how to transfer this knowledge to other content and subjects. Collaborative Study Groups are a modification of the AVID tutorial meant to mirror the types of study groups students will form in college. The Socratic method will still be used, but students will eventually be weaned off of using a Tutorial Request Form and will present questions to their group members independently.

**Unit Assignment(s):**

Students describe their point of confusion, list what they already know about the problem and describe the steps taken to solve the problem. Students ask a higher level, inquiry based, question that they present to their group members to help them clarify their confusion. During tutorial students take Cornell Notes to keep track of their own learning. After tutorial students write reflections that require them to think metacognitively about their learning.

## Unit: Ethics (Reason and Language)

*Is there such a thing as moral knowledge? Does the rightness or wrongness of an action depend on the situation? Are all moral opinions equally valid? Is there such a thing as a moral fact?*

Concepts to be addressed:

Students will examine how morality distinguishes humans from other animals, and the different controversies such as whether or not there are rules for morality, should people following a set of rules to be moral, and whether or not humans are essentially selfish or altruistic beings. Students will consider how moral values seem to be distinct from other sorts of value in that they produce obligations to action, and it causes one to question “what should one do?” which might be a different question than “what is one morally obliged to do?”. Ethics becomes shared knowledge in that a general requirement for ethical judgments to be universalizable—so they have a public dimension almost by definition. Students will discover how moral language contains a built-in requirement for action, and how an ethical framework is used as a starting point and reasoning from general principles to a specific situation. They will also extract morally significant aspects using reason from the perception of the current situation. Ethical principles can be refined by checking them against our moral intuitions, but moral obligations require action, so morality impacts on the individual.

### Unit Assignment(s):

Different ways of knowing such as emotion and reason will be investigated along with different systems of ethics like Utilitarianism vs. Kantian ethics. Students will then discuss in small groups their assigned “Trolley Problem” which are scenarios of different moral dilemmas. The lenses of the different systems of ethics that they previously investigated need to be applied to each scenario. Students need to decide as a group how each of the systems would see and answer their assigned scenario. Then they will write a reflection about which ethical solution they think is best and why.

Students will also complete the following assignment: A teacher, while supervising an IB examination, sees someone indisputably cheating. (Note that the issue here is not one of sense perception and possible error. It is a *given* in this question that the student really is cheating.) Read all pieces of information carefully, and then decide what you think the right action is for the teacher to take. The conclusion you reach is less important than your reasons for reaching it, so we encourage you to think from different perspectives. They will need to read the evidence given and then describe what they think is the right course of action for the teacher to take, and explain what led you to that conclusion. First reflect on the scenario in their journals. Then they will discuss your answer in small groups.

TOK Essay. Students will show their TOK thinking skills in the discussion of a prescribed prompt (based on prior IB assessments) that is conceptual in nature and asks questions about knowledge. Students will discuss TOK concepts with reference to opinions gained about

knowledge both inside and outside the classroom. The essay will express the conclusions reached by students through a sustained consideration of knowledge questions. Claims and counterclaims should be formulated and main ideas should be illustrated with varied and effective examples that show the approach consciously taken by the student. Essays should demonstrate the student's ability to link knowledge questions to AOKs and WOKs. Real-life examples play an important role in the essay by illustrating the main ideas or taking forward the argument. Real-life examples will come from the student's academic experience or from life beyond the classroom.

### **Unit: History (Memory and Language)**

*What is unique about the methodology of history? Is eyewitness testimony a reliable source of evidence? How do we decide which events are historically significant?*

Concepts to be addressed:

Students will research the study of the recorded past to help make sense of the present. They will see how a narrative style is appropriate for the purpose of understanding the past, and use of contemporary documents as fixed points of historical theory. Students will begin to probe into knowledge shared by group to help produce a sense of common heritage, and delve into the issues of selection, interpretation of source material, issues of reliability of first-hand accounts—memory and observation are affected by interests and expectation, and how history tends to be constructed through the interaction of individual historians. They will begin to understand how one's history gives a clear sense of personal identity.

### **Unit Assignment(s):**

Students need to find an account of any significant event in a history textbook. They will then explore the language that is used, what information has been included/omitted, which details are stressed, what analytic concepts have been used, and then they will consider to what extent does interpretation and packaging have been used to create 'truth' of the chosen selection. Finally, students need to find another history text which gives an account of the same event. Compare and contrast the two and determine which is more accurate. On what basis do you make your decision? These findings will be written in their journals.

### **Unit: Personal Insight Questions Final Draft**

Assignment: Students will revise the drafts of the Personal Insight Questions written at the end of their junior year and refine and revise them for submission on their UC applications.

### **Unit Assignment(s):**

Students will rewrite the first draft of their four personal insight responses for the UC application. Students will submit the revised versions of the Personal Insight Questions in their UC application.

## Ongoing Unit: Organization and Time Management

Students continually organize their materials, update their calendars, set short, mid, and long term SMART goals and learn how to take Cornell Notes in their academic classes. Students learn how to successfully take notes from textbooks, videos, and lectures. Students also learn how to manage their time between school, extra-curriculars, work, and familial responsibilities.

### Unit Assignment(s):

Students are required to take 15-20 pages of Cornell Notes per week in their academic classes/honors classes. Students are required to maintain a weekly calendar. Students are required to set goals and reflect on their progress in reaching those goals.

### Honors Final Exam Details:

Different ways of knowing such as emotion and reason will be investigated along with different systems of ethics like Utilitarianism vs. Kantian ethics. Students will then discuss in small groups their assigned “Trolley Problem” which are scenarios of different moral dilemmas. The lenses of the different systems of ethics that they previously investigated need to be applied to each scenario. Students need to decide as a group how each of the systems would see and answer their assigned scenario. Then they will write a reflection about which ethical solution they think is best and why.

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**Key Assignments:**

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**Budget-** budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)		
Instructional Material Supplies per student (textbooks, software, etc.)		
Services (training, equipment maintenance, contracts, etc.)	\$1550-\$1735/teacher for training and lodging	IB Training as Needed
Capital Outlay (remodeling, technology, etc.)		
Total Projected Costs	\$1550-\$1735	TBD

**Instructional Materials-** must include estimate for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Textbook	Oxford University Press	Theory of Knowledge Course Companion	978-0-19-912973-7	Eileen Dombrowski Lena Rotenberg Mimi Bick	2013	130 / 0
Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Teacher Resource	AVID Press	AVID Elective Essentials for High School	N/A	Dr. Paolina Schiro, Raegan McGinnis, and Cindy Metter	2014	5/0
Teacher Resource	AVID Press	Critical Reading: Deep Reading Strategies for Expository Texts	N/A	Jonathan LeMaster	2011	3/0
Teacher Resource	AVID Press	Preparing for College	N/A	Sharon Neumann and Hilda Lopez	2012	4/0
Teacher Resource	AVID Press	AVID College Readiness: Working with Sources	N/A	Dr. Ann Johns	2009	2/0

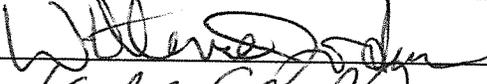
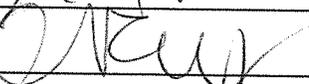
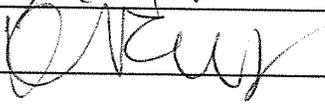
Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	LCAP & Title 1
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	

Appendix of Additional Documents

<p><b><i>* Required additional documents include meeting minutes where the course was discussed and approved</i></b></p>
<p><u>Appendix A: December 2017 PAC</u>  <u>Appendix B: IB/Admin Meeting 8/17/2018</u>  <u>Appendix C: AVID Site Team Meeting 9/12/2017</u>  <b>**All information for the course descriptions, course designs and curriculum came from the document that AVID submitted and had approved by UC Doorways</b></p>

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	PHS	approved
	RHS	approval
	SRHS	Approval
	MCHS	Approved
	EAHS	Approved
	MCHS	approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
Kimberlee Case	RHS	Approved on 11/19/19
Michael Charpiot	EAHS	Approved on 11/19/19
Jerry Deakins	MCHS	Approved on 11/19/19
Florentino Garcia	PHS	Approved on 11/19/19
Matt Hillestad	MHS	Approved on 11/19/19
Art Horner	SRHS	Approved on 11/19/19

