

<b>DEERFIELD BEACH HIGH SCHOOL</b> <b>I.B. THEORY OF KNOWLEDGE - W. COLLAZO</b>
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### **KNOWLEDGE AT WORK ANALYSIS**

#### Objectives:

- 1) To identify and analyze knowledge claims made in real life situations through the use of knowledge questions and knowledge concepts.
- 2) To practice identifying and describing appropriate real-life situations for TOK analysis.
- 3) To attempt deliberately to view the world through a TOK perspective.

#### General Format Requirements & Submission Procedure:

- Follow the analysis template provided, including all sections as assigned.
- The body of the file submitted (or shared) must have a name, date, & class period included at the beginning; it must be explicitly titled, "Knowledge at Work Analysis #\_\_\_", and all sections must be clearly identified in the analysis, as the template notes.
- The narrative should be written in prose as a paragraph (no verse, no graphic organizers, or alternative forms of expression will be accepted); it must be double spaced, 12-point size, and standard font.
- The length of this assignment should NOT exceed 2 pages.
- All analyses will be submitted digitally; this may be either through email attachment or through sharing a document via an online account (i.e. Google docs).

*\* Failure to include any part of the sections outlined below and noted in the template will result in a 2-point deduction per missing part. Additionally, the instructor reserves the right to judge whether a response or question fulfills these requirements adequately.*

#### Content Requirements:

- **Section 1** - Identify and describe the **real-life situation (RLS)**
- **Section 2** - Identify one central **knowledge question (KQ)** from the RLS; this must be a carefully developed, 2<sup>nd</sup> order knowledge question.
- **Section 3** - Identify and explain the possible **knowers' perspectives (KP)** to consider in attempting to answer the knowledge question.
- **Section 4** - Formulate appropriate sample **knowledge claims (KC)** for each of the perspectives identified in Section 3.
- **Section 5** - Identify and briefly describe **another real-life situation (RLS2)** to which your knowledge question might apply.

#### Scoring Rubric:

2 points total per section for a total score of 10 points for this assessment→

- Adequate/complete/functional explanation = 1 point
- Well done/carefully crafted and articulated = 2 points

\* In general, students are always expected to do the following for these entries to score full credit:

1. Adhere to the content format as designated in Sections 1-5 above.
2. Demonstrate understanding of TOK terminology by using these terms in discussing the RLS (e.g. ways of knowing, areas of knowledge), and by regularly identifying 2<sup>nd</sup> order knowledge questions and applying knowledge concepts consistently in the analysis.
3. Follow the verbal and prescribed instructions provided by the instructor; there may be some directives for content.
4. Turn in your analysis on time. "On time" means by the specified day and time assigned for each analysis. If submitted after the deadline, a 20% deduction will be applied for each day unsubmitted.

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Template Format Below (Remember, no MORE than 2 pages)  
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Your Name  
Date  
TOK, Period \_\_

**Knowledge at Work Analysis #\_\_**

Section 1 [RLS]: *Identify and describe the **real life situation**.*

Section 2 [KQ]: *Identify a central **knowledge question** (just one) from the RLS.*

Section 3 [KP]: *Identify and explain the possible **knowers' perspectives** to consider in attempting to answer the knowledge question.*

Section 4 [KC]: *Formulate appropriate sample **knowledge claims** for each of the perspectives identified in Section 3.*

Section 5 [RLS2]: *Identify and briefly describe **another real-life situation** to which your knowledge question might apply.*