**TOI SLO Alignment Worksheet Instructions**

**Purpose**: In the new Common Curriculum, all sections of a course need to have the same Course Objectives. These objectives must align with the Topic of Inquiry (TOI) Learning Objectives. Please use the worksheets on the following pages to demonstrate the alignment between the TOI Learning Objectives, the Course Learning Objectives, and the Course Assignments. A course can be listed in up to two TOIs. Each TOI has specific language about how many of the Learning Objectives must be covered. Feel free to modify the tables by adding or subtracting rows to fit the specifics of each course. The table must include the designated columns mapping the alignment between the TOI, the course, and the assignments.

**TOI-1 Creativity: Design, Expression, Innovation**

In any discipline, creativity is a process that turns novel ideas into reality. Courses in this topic require higher-order thought processes that imagine new possibilities. Through the application of innovative thought and activity, students will conceive and/or produce new forms of expression, ideas, mechanisms, and products.

Courses within this Topic of Inquiry category **must meet two or more** of the TOI-1 Learning Objectives:

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| Topic of Inquiry | Common Curriculum Objective | Course Objective(s) | Course Assignment |
| 1: Creativity: Design, Expression, Innovation | **Learning Objective 1:** Students will be able to assess the importance of creativity, ideation, innovation, and/or technical design output to individuals, organizations, society, and/or various fields of study. |  |  |
| **Learning Objective 2:** Students will be able to demonstrate skill with evaluating, adjusting, and adapting the creative process to address particular challenges, needs, or conditions. |  |  |
| **Learning Objective 3:** Students will be able to design or create new ideas, mechanisms, methodologies, artistic works, and/or products. |  |  |

# **TOI-2 Cultural Dimensions of Human Experiences**

Human cultures are fluid and interwoven sets of values, shared beliefs, language, customs, and artistic expressions shaped by experience and history. Courses in this topic promote understanding of cultures of groups of people—large or small—through examination of their specific literary and artistic expressions, their ways of thinking and behaving, their achievements and struggles, and their evolving relationships to their past. Cultures change over time as a consequence of internal challenges and external contacts. Cultures and groups are not isolated from each other but exist in relation to each other. Historically, these relationships have ranged from coexistence to collaboration and mutual exchange to domination. The nature of the relationships with cultures and groups near and far then shape cultures as much as their own customs, ways of knowing, and artistic expressions.

Courses within this Topic of Inquiry category **must meet both of the** TOI-2 Learning Objectives:

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| Topic of Inquiry | Common Curriculum Objective | Course Objective(s) | Course Assignment |
| 2: Cultural Dimensions of Human Experience | **Learning Objective 1:** Students will be able to analyze the cultures in a given society in their historical, linguistic, and/or sociopolitical context through an understanding of a broad array of historical actors, narratives, artistic forms, power structures, technologies, and/or beliefs. |  |  |
| **Learning Objective 2:** Students will be able to engage with a variety of perspectives in the global community, distinguish their own cultural patterns, and, through a process of dialogue and/or critical self-reflection, respond flexibly to multiple worldviews. |  |  |

# **TOI-3 Diversity, Equity, and Social Justice**

The dynamics of power and privilege produce inequalities at individual, structural, and cultural levels. Human identities develop through cultural values, social group membership, and lived experiences. How societies perceive and manage this cultural, social, and biological diversity can foster or suppress human identity in democratic life, thereby shaping social and individual experiences. Local, national, and global systems contribute to social inequity through structures that privilege select groups over others. Advancement of social justice through the creation of equitable models, policies, and practices requires an exploration of the ways in which societies perceive and manage cultural, social, and biological diversity; communicate hierarchies of worth; perpetuate injustice; and reflect on people, systems, and cultures beyond one’s own.

Courses within this Topic of Inquiry category **must meet two or more** of the TOI-3 Learning Objectives:

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| --- | --- | --- | --- |
| Topic of Inquiry | Common Curriculum Objective | Course Objective(s) | Course Assignment |
| 3: Diversity, Equity, and Social Justice | **Learning Objective 1**: Through dialogic engagement, students will be able to examine cultural, social and/or biological diversity within national and/or global contexts and the effects power and privilege have on various social group identities. |  |  |
| **Learning Objective 2:** Students will be able to recognize and discuss basic issues of social injustice and how their own identities intersect with structural forms of oppression and empowerment, and how to be respectful and responsible allies (and accomplices) to individuals and groups they do not identify with. |  |  |
|  | **Learning Objective 3**: Students will be able to discuss the foundations of social inclusion and democracy and the actions that can create and maintain them within national and or global contexts. |  |  |
| **Learning Objective 4**: Students will be able to recognize and critically investigate the various socio-political forces that have historically and currently excluded individuals from societies across the globe, the structures of various kinds of oppression (e.g. racism, gender discrimination, sexual harassment and violence, etc.), the different levels on which they occur, and the forces that create, maintain, and perpetuate them. |  |  |

# **TOI-4 Environmental Literacy**

Earth is an integrated system that includes clouds, oceans, rocks, living beings, a magnetic field, and so forth. We humans, as a part of the Earth system, have created and continue to develop modes of thinking leading to political, economic, legal, social, and cultural systems that have altered the environment and our relationship to it, and which have implications for human health and well-being. Courses in this topic will help students gain the knowledge, motivation, and skills to make informed and responsible decisions about human interactions with Earth systems and to take actions to improve the well-being of other individuals, societies, and the environment. By exploring environmental issues, engaging in problem solving and critical thinking, and taking action, students can help individuals and societies create awareness and sensitivity to the environment and enhance planetary stewardship.

Courses within this Topic of Inquiry category **must meet one or more** of the TOI-4 Learning Objectives:

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| --- | --- | --- | --- |
| Topic of Inquiry | Common Curriculum Objective | Course Objective(s) | Course Assignment |
| 4:Environmental Literacy | **Learning Objective 1**: Students will be able to investigate how human activities impact Earth systems. |  |  |
|  | **Learning Objective 2**: Students will be able to examine how Earth systems affect human activities and well-being. |  |  |
| **Learning Objective 3**: Students will be able to assess how human-environment interactions are represented culturally, creatively, or artistically, and how these representations influence attitudes and behaviors. |  |  |
|  | **Learning Objective 4**: Students will be able to evaluate how public policies, legal frameworks, and/or other social systems affect environmental and social justice. |  |  |
| **Learning Objective 5:** Students will be able to articulate moral, ethical, and/or philosophical issues regarding the environment. |  |  |

# **TOI-5 Individual Values and Social Institutions**

Informed citizenship and leadership call on an appreciation of how society is organized on multiple scales, from individual values and actions to social institutions and economic systems.

Courses within this Topic of Inquiry category **must meet the following** TOI-5 Learning Objective:

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| Topic of Inquiry | Common Curriculum Objective | Course Objective(s) | Course Assignment |
| 5: Individual Values and Social Institutions | **Learning Objective**: Using theories and methods of social scientific or humanistic inquiry, students will be able to critically examine how institutions and values are justified and/or how they relate to political, social, economic, or familial institutions. |  |  |

# **TOI-6 Scientific and Empirical Inquiry**

Knowledge production stems from an interplay of observation, data, hypotheses, and theory concerning the natural universe, social systems, and theoretical models. Through scientific inquiry in the form of problem-solving and questioning, a greater understanding of observable phenomena develops and facilitates well-reasoned conclusions and predictions. Essential to this inquiry is a comprehension of major principles guiding modern scientific thought and awareness of the roles and limitations of interpreting and predicting observable phenomena.

Courses within this Topic of Inquiry category **must meet two or more** of the following TOI-6 Learning Objectives

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| Topic of Inquiry | Common Curriculum Objective | Course Objective(s) | Course Assignment |
| 6: Scientific and Empirical Inquiry | **Learning Objective 1**: Students will be able to explain and appropriately utilize basic scientific language and concepts. |  |  |
| **Learning Objective 2**: Students will be able to design or conduct an experiment or analysis suitable to test a scientific hypothesis and be able to interpret the results. |  |  |
| **Learning Objective 3**: Students will be able to solve problems described verbally, graphically, symbolically, or numerically. |  |  |

### **TOI-6 Laboratory Courses**

Experiential learning reinforces concepts and theories through practical examples and applications. These experiences develop essential scientific skills in observation, data collection, data analysis, and data interpretation. In application-based learning, teamwork, collaboration, and communication skills are also developed through individual and collective identification of problems, conducting investigations, development of models, analysis and interpretation of data, construction of explanations, and engagement in discussions. Such application-based learning occurs through direct physical manipulation of substances or systems or through indirect modes of delivery of not readily observable phenomena.

Regardless of discipline, laboratory courses create an environment where students are engaged with concepts in the field through active experimentation and/or observation and data analysis.

Courses within the TOI-6 Laboratory category **must meet the following** TOI-6 Laboratory Learning Objective:

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| --- | --- | --- | --- |
| Topic of Inquiry | Common Curriculum Objective | Course Objective(s) | Course Assignment |
| 6: Scientific and Empirical Inquiry | **Learning Objective:** Through application-based experiences utilizing the scientific method, students will be able to identify problems, make observations, analyze data, interpret data, and develop models or explanations. |  |  |