

Pathways Tool for Critical Question One

Prioritizing Standards	Identifying Targets	Determining Proficiency	Planning Units	Analyzing Strategies
Which standards provide endurance?	What targets did the unwrapping process reveal?	How would you rewrite this target in student-friendly terms?	What targets will you be instructing on next?	What instructional strategies will you use?
Which standards provide readiness for the next level of learning?	Where does the current curriculum address these targets?	What are the prerequisite skills and vocabulary necessary to master this target?	What instructional strategies will you all agree to use during this unit?	Which strategies worked well when this unit was taught in the past? How do you know?
Which standards provide leverage?	Which targets are not adequately addressed in your current curriculum?	To what DOK level should students show mastery?	Approximately how much time will you spend teaching each target?	Which strategies did not work well last time this unit was taught? Why did they not work?
Which standards are most often assessed by standardized tests?	To what DOK level will you teach each target?	What will students create, produce, or be able to do when they master this target?	To what DOK level will you teach each target?	How can you alter these strategies to make them more successful?
If you could only teach ten standards in this course, which would they be? Why?	How will you pace your course curriculum to include these targets?	How will you grade or score this target?	What data, evidence, or student work should your team bring to the next meeting?	What strategies should you delete from this unit?
		What models of proficiency do you have or can you create?		What additional best-practice strategies should you try?