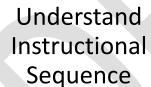
## Purposeful Planning Process Linked Learning Pathway Teams



- What are the pathway outcomes?
- How do your content skills and knowledge connect to college and career ready expectations?

## Internalize Outcomes

- How do key skills connect to the pathway outcomes?
- What will students need to know and be able to do in order to independently and collaboratively apply learning?



- What skills and knowledge transfer across content areas?
- How does your interdisciplinary project reflect an integration of course standards?
- How is literacy supported by the identified skills and concepts?
- How does content specific literacy support development of key skills?
- How are disciplinary specific strategies to access key readings in support of the project?
- How do Instructional strategies and student supports provide access to learning for all?

Own the Activity

- What strategic adjustments might be necessary to ensure connections to industry themes?
- How will you assess student learning in progress towards interdisciplinary project outcomes?
- How will you engage students in selfassessment / reflection of key skills?

Developed by: CCR/CIPL Planning Team, June 2018 Adapted from: ELA/SB *Purposeful Planning Process* 

## Purposeful Planning Process Linked Learning Pathway Teams

Stage 1: Big Picture Connections	Stage 2: Internalize Outcomes
<ul> <li>a. Review norms and define pathway outcomes, both grade-specific and overall</li> <li>b. Start with content Scope &amp; Sequence documents, annotate to identify key knowledge and skills within each course</li> <li>c. Compile key knowledge and skills to generate pathway crosswalk grid(s)</li> <li>i. Focus on knowledge and skills</li> <li>ii. Reference the Course Practices document for standards-aligned skills</li> </ul>	a. Engage in LL team dialogue to circle key skills that each course will take responsibility of working toward common pathway outcomes and interdisciplinary projects
Stage 3: Understand Instructional Sequence	Stage 4: Own The Activity
<ul> <li>a. Engage in LL team dialogue to circle key skills that each course will take responsibility of working toward common pathway outcomes, daily connections, and interdisciplinary projects</li> <li>b. Backwards map the project, aligned to pathway outcomes as they connect to the crosswalk grid</li> <li>i. Include Criteria for Success and rubric documents</li> </ul>	<ul> <li>a. Plan for common formative assessments that support project progress (How will current skills from "this" course be applied in the project?)</li> <li>b. Plan for team check points to evaluate progress towards pathway outcomes and interdisciplinary project</li> </ul>

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