Course Description

The goal of "Using *Paths*" is to help you use *Paths to College and Career* to support your students by showing you how it works as a model of powerful instructional practice. To do that, you will look behind the scenes of the curriculum's design, see the instructional decisions that guided its development, and look at what those decisions look like in implementation.

After completing "Using *Paths,*" you will be able to identify powerful standards alignment in *Paths* and explain how to use that information in your instruction; describe how the instructional shifts are addressed by the *Paths* curriculum; identify the components of *Paths* that can help you keep students thinking throughout a lesson; and explain how the amount of text students are analyzing and the questions students are answering in *Paths* supports their ability to do grade-level thinking with grade-level texts.

Course Outline

Welcome and Introduction

- Course Overview
- *Paths*' Design Principles

Design Principle 1

- Strong and Deliberate Standards Alignment
- Standards-Aligned Assessments
  - o Standards-Aligned Assessments
  - o Standards-Aligned Assessments in *Paths*
  - o Did You Notice?
- Explicit Standards Instruction
  - o Explicit Standards Instruction
  - o What Does this Look Like in a Classroom?*
- Tips for Implementation

Design Principle 2

- Curriculum Models the Instructional Shifts
- The Instructional Shifts in *Paths*

- The Instructional Shifts in Action*
- Tips for Implementation

Design Principle 3

- Students Do the Cognitive Work of a Lesson
- Cognitive Load Analysis
    - o Cognitive Load Analysis*
    - o Did You Notice?
- Tips for Implementation

Design Principle 4

- All Students Do Grade-Level Thinking, with Grade-Level Texts
- Text Chunking*
- Question Sequencing
- Scaffolds and Supports
- Tips for Implementation

Reflection and Closing

- Course Assessment
- Course Completion Certificate*