

Step	Activity	Approximate Duration	Output	
1	<u>Engage/ Hook</u> <ul style="list-style-type: none"> • Preview Guiding Questions for the Overview Video with the students • Watch the Overview Video • Have students individually record answers to guiding questions • Facilitate discussion around answers to guiding questions • Have students record any additional questions they have regarding the video content 	15 - 20 minutes	Whole class (Individual for initial guiding question answers)	a. Written notes/answers to guiding questions b. Group discussion around the answers to guiding questions and thoughts/reactions to Overview Video c. Student notes on additional questions they have about the topic, content or career from the video that may be used in the later research process
2	<u>Introduce</u> <ul style="list-style-type: none"> • Read through the task Overview 	2-3 minutes	Whole class or small groups	
3	<u>Explore task themes</u> <ul style="list-style-type: none"> • Review Big Ideas and Essential Questions with students • Have students create written responses for one or more essential questions OR facilitate discussion around 	10 minutes	Whole class or Individual	b. Group Discussion around answers to Essential Questions
4	<u>Provide Context</u> <ul style="list-style-type: none"> • Read through Goal, Role, Audience and Situation 	10 minutes	Whole class	

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5	<u>Review Product(s)</u> <ul style="list-style-type: none"> • Read through the description of each product that will be assigned • Watch each associated product video • Read through any associated product anchors 	10 - 15 minutes	Whole class, unless groups will work on different products – in that case have each small group do this step separately	
6	<u>Develop/Refine Research Questions</u> <ul style="list-style-type: none"> • Read through research questions connected to product videos • Review notes/questions from the Overview video • Brainstorm any additional questions that students will need answers to for product creation 	15 - 30 minutes	Whole class, small group or individual	a. A list of questions/thoughts that will launch students' research process
7	<u>Conduct Research</u> <ul style="list-style-type: none"> • Students research answers to their questions using articles from the Research Resources section, articles from the associated Literacy Tasks, class materials, books, the internet or expert consults 	60- 90 minutes	Whole class, small groups or individual	a. A list/spreadsheet/notes of information and evidence gathered through the research process
8	<u>Produce the product(s)</u> <ul style="list-style-type: none"> • Watch Product Videos again before beginning any work • Read through rubric traits to determine how the products will be evaluated • Review any associated product anchors again • Collaborate and create the product(s) 	1-3 hours per product	Small groups or individual	a. First version of each product(s)

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9	<u>Provide Feedback and/or re-teach</u> <ul style="list-style-type: none"> Teacher provides on-going formative feedback throughout product creation Teacher provides targeted mini-lessons and re-teaching on concepts as necessary 	30-60 minutes	Whole Class, small groups or individual	
10	<u>Revise Products</u> <ul style="list-style-type: none"> Students work to revise products based upon feedback and/or review of key concepts 	30 – 45 minutes	Small groups or individual	a. Final product(s)
11	<u>Present Product</u> <ul style="list-style-type: none"> Students turn in, display or present the product(s) 	5-10 minutes (if presenting)	Small groups or individual	
12	<u>Assessment</u> <ul style="list-style-type: none"> Product(s) is evaluated on the rubric and written feedback is given to explain the rubric scores 	10-15 minutes	Individual	a. Scored rubric with feedback