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| **Step** | **Activity** | **Duration** | **Groupings** | **Output** |
| 1 | Introduce* Read through the task “overview”
 | 2-3 mins | Whole class or small groups |  |
| 2 | Engage/ Hook* Preview Guiding Questions for the Career Video
* Watch the Career Video
* Write down or think about answers to the Guiding Questions
* Discuss Guiding Question answers
* Write down any extra questions asked about the Career Video
 | 15-20 mins | Whole class (Individual for initial guiding question answers) | 1. Written notes/ an- swers to guiding questions
2. Group discussion around the answers to guiding questions and thoughts/ reactions to Overview Video
3. Student notes on ad- ditional questions they have about the topic, content or career from the video that may

be used in the later research process |
| 3 | Explore task themes* Review “Big Ideas” and “Essential Questions”
* Discuss thoughts and answers to “Essential Questions”
 | 10 mins | Whole class or Individual | a. Whole Group discus- sion around answers to Essential Questions |
| 4 | Provide Context* Read through “Goal,” “Role,” “Au- dience,” and “Situation”
 | 10 mins | Whole class |  |
| 5 | Review Product(s)* Read through the description of each product that will be assigned
* Watch each associated product video
 | 10-15 mins | Whole class, unless groups will work on differ- ent products – in that case have each small group do this step separately |  |
| 6 | Develop/Refine Research Ques- tions* Read through product research- questions
* Review notes/questions from the Career Video
* Brainstorm any additional ques- tions that will need to be answered before product creation
 | 15-30 mins | Whole class, small group or individual | a. A list of questions/ thoughts that will launch students’ re- search process |



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| **Step** | **Activity** | **Duration** | **Groupings** | **Output** |
| 7 | Conduct Research* Students research answers to their
* questions using the “Research Resources” section of the task, class materials, books, the internet or expert consults
 | 60-90 mins | Whole class, small groups or individual | a. A list/spreadsheet/ notes of information and evidence gathered through the research process |
| 8 | Produce the product(s)* Review the GRASP
* Watch product video(s) again
* Review any associated product anchors
* Create the first version of the product(s)
 | 1-3 hrs per product | Small groups or individual | a. First version of each product(s) |
| 9 | Feedback and/or Re-teaching* Check in with your teacher and ask for feedback on your first version
* Review any content that you do not understand
* Review the Student Learning Op- portunities
 | 30-60 mins | Whole Class, small groups or individual |  |
| 10 | Revise Products* Review the teacher feedback
* Review the audience and what they need
* Compare the rubric traits with the first version of the product
* Revise your product(s) as needed
 | 30-45 mins | Small groups or individual | a. Final product(s) |
| 11 | Present Product* Turn-in, display or present the product(s)
 | 5-10 mins if presenting | Small groups or individual |  |
| 12 | Assess* Product(s) is evaluated on the ru- bric and written feedback is given to explain the rubric scores
 | 10-15 mins | Individual | a. Scored rubric with feedback |