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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 |