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| **Step** | **Activity** | **Duration** | **Groupings** | **Output** |
| 1 | Engage/ Hook   * 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 an- swers to guiding questions * Have students record any addi- tional questions they have regard- ing the video content” | 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 |
| 2 | Introduce   * Read through the task “overview” | 2-3 mins | Whole class or small groups |  |
| 3 | Explore task themes   * Review “Big Ideas” and “Essential Questions” * Have students create written re- sponses, OR facilitate discussion, for one or more essential question | 10 mins | Whole class or Individual | a. Group Discussion 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 assigned * Watch each product video * Read through any associated product anchors | 10-15 mins | Whole class, unless groups will work on differ- ent products – in that case have each small group do this step separately |  |
|  | Develop/Refine Research Ques- tions   * Read through research questions connected to product videos * Review notes/questions from the Overview video * Brainstorm any additional ques- tions that students will need an- swers to for product creation |  |  |  |

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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)   * Watch Product Videos again be- fore beginning any work * Read through rubric traits to de- termine how the products will be evaluated * Review any associated product anchors again * Collaborate and create the pro- duct(s) | 1-3 hrs per product | Small groups or individual | a. First version of each product(s) |
| 9 | Feedback and/or Re-teaching   * Teacher provides on-going forma- tive feedback throughout product creation * Teacher provides targeted   mini-lessons and re-teaching on concepts as necessary | 30-60 mins | Whole Class, small groups or individual |  |
| 10 | Revise Products   * Students work to revise products based upon feedback and/or re- view of key concepts | 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 |