

## GRADES 6 THROUGH 8

Step	Activity	Duration	Groupings	Output
1	<b>Engage/ Hook</b> <ul style="list-style-type: none"> <li>Preview Guiding Questions for the Overview Video with the students</li> <li>Watch the Overview Video</li> <li>Have students individually record answers to guiding questions</li> <li>Facilitate discussion around answers to guiding questions</li> <li>Have students record any additional questions they have regarding the video content”</li> </ul>	15-20 mins	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	<b>Introduce</b> <ul style="list-style-type: none"> <li>Read through the task “overview”</li> </ul>	2-3 mins	Whole class or small groups	
3	<b>Explore task themes</b> <ul style="list-style-type: none"> <li>Review “Big Ideas” and “Essential Questions”</li> <li>Have students create written responses, OR facilitate discussion, for one or more essential question</li> </ul>	10 mins	Whole class or Individual	a. Group Discussion around answers to Essential Questions
4	<b>Provide Context</b> <ul style="list-style-type: none"> <li>Read through “Goal,” “Role,” “Audience,” and “Situation”</li> </ul>	10 mins	Whole class	
5	<b>Review Product(s)</b> <ul style="list-style-type: none"> <li>Read through the description of each product assigned</li> <li>Watch each product video</li> <li>Read through any associated product anchors</li> </ul>	10-15 mins	Whole class, unless groups will work on different products – in that case have each small group do this step separately	
	<b>Develop/Refine Research Questions</b> <ul style="list-style-type: none"> <li>Read through research questions connected to product videos</li> <li>Review notes/questions from the Overview video</li> <li>Brainstorm any additional questions that students will need answers to for product creation</li> </ul>			

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7	<b>Conduct Research</b> <ul style="list-style-type: none"> <li>Students research answers to their questions using the “Research Resources” section of the task, class materials, books, the internet or expert consults</li> </ul>	60-90 mins	Whole class, small groups or individual	a. A list/spreadsheet/ notes of information and evidence gathered through the research process
8	<b>Produce the product(s)</b> <ul style="list-style-type: none"> <li>Watch Product Videos again before beginning any work</li> <li>Read through rubric traits to determine how the products will be evaluated</li> <li>Review any associated product anchors again</li> <li>Collaborate and create the product(s)</li> </ul>	1-3 hrs per product	Small groups or individual	a. First version of each product(s)
9	<b>Feedback and/or Re-teaching</b> <ul style="list-style-type: none"> <li>Teacher provides on-going formative feedback throughout product creation</li> <li>Teacher provides targeted mini-lessons and re-teaching on concepts as necessary</li> </ul>	30-60 mins	Whole Class, small groups or individual	
10	<b>Revise Products</b> <ul style="list-style-type: none"> <li>Students work to revise products based upon feedback and/or review of key concepts</li> </ul>	30-45 mins	Small groups or individual	a. Final product(s)
11	<b>Present Product</b> <ul style="list-style-type: none"> <li>Turn-in, display or present the product(s)</li> </ul>	5-10 mins if presenting	Small groups or individual	
12	<b>Assess</b> <ul style="list-style-type: none"> <li>Product(s) is evaluated on the rubric and written feedback is given to explain the rubric scores</li> </ul>	10-15 mins	Individual	a. Scored rubric with feedback