**Task Planning Template**

| The guide below can be followed as a unit over a number of weeks (potentially 4-6) or on consecutive days of the week. The following offers a guideline and/or steps to work through your performance task and can be varied or altered due to different time frames or instructional needs. It is suggested that the task is reviewed and this entire Task Plan be completed before assigning the project to the students. | |
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| **Performance Task Name:** |  |
| **Customized Task Link:** |  |
| **Subject/Grade:** |  |
| **Primary Standard(s) assessed:** |  |
| **Curriculum Unit Connection:** |  |

| **SET THE STAGE** | | |
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|  | **Teacher Responsibilities** | **Student Actions** |
| **Session 1**  **Time:**  ~ 20 min.  **Materials Needed:** | The **Introductory Video** to help students understand the topic they will be working through.  The **Real-World Connection** slide provides a video designed to help students see how the content in this task connects to the world outside their classroom.  The **Check-In Questions** help students reflect on the videos they just watched.   * How will discussion take place? * How will students respond to the guiding questions (orally, written, individually, in groups?) * How will students share prior knowledge of career? | * Watch the **Introduction Video**.   (This activity can be done as a whole class, small groups, or individually).   * Watch the **Real-World Connection Video**.   (This activity can be done as a whole class, small groups, or individually.)   * Students complete the **Check-In Questions** to reflect on the career connection video they just watched. |
| **EXPLORE THE BACKGROUND** | | |
| **Session 2** | **Teacher Responsibilities** | **Student Actions** |
| **Time:**  ~ 2- 3 minutes/ video + time for check-in questions  **Materials Needed:** | The **Goal, Role, Audience, & Situation (GRAS) Video** provides the framework for students in how they will be designing their products.   * What activity will the students do related to the GRAS? (e.g., KWL chart, Think/Pair/Share, etc)   The **Check-In Questions** help students reflect on the video they just watched.   * Identify primary Standard(s) * Identify Primary Skill(s) or Practice(s) | * Watch **GRAS Video**. (This activity can be done as a whole class, small groups, or individually.) Students may also read the text version of this information. * The **Check-In Questions** help students reflect on the GRAS information.   + Answer check-in questions |
| **DO THE RESEARCH** | | |
| **Session 3** | **Teacher Responsibilities** | **Student Actions** |
| **Time:**  ~ 1-1.5 hrs  **Materials Needed**: | The **Research Questions** are overarching questions that will guide students to consider the content they are learning about in this task.   * Identification of research questions your students will use * Or have students create their own research questions   **Helpful Vocabulary** provides terms and definitions that may be helpful for student work and research.   * Decide how these terms will be taught   The **Research Resources** provided may be helpful for student work. You can have students use the ones provided in the task and/or add your own. Your school library or other resources found on the internet, may also be helpful for research, if available.   * Review and select research resources for your students * Optional: search for additional Research Resources | * Revisit **Research Questions** as needed throughout this task for formative assessment. * Students will review the vocabulary words and definitions needed for the task. * Students, on their own or in teams, will begin their research and answer research questions. * Optional: search for additional Research Resources. |
| **CREATE YOUR PRODUCTS** | | |
| **Session 4** | **Teacher Responsibilities** | **Student Actions** |
| **Time:**  ~ 1.5 - 2 hrs / product  **Materials Needed:** | The bulk of the work for this final step is spent with students creating their product(s), reviewing the rubrics and revising/refining their work when necessary.  The **Product Choice** provides 1-3 product options for students.   * Determine Products to be used * Decide how students will work when doing products (individually, pairs, groups, if groups - how will they be determined) * Review rubrics for each product and edit if desired/necessary   During product creation, teacher may:   * Facilitate and monitor group or independent work * Record class observations * Ask clarifying questions, provide authentic and targeted feedback on student ideas.   The **Design Process Video** will assist with brainstorming, analyzing, and creating the final product.  The **Check-In Questions** help students reflect on their brainstorming and decision-making process.  The **Next Steps** assist students in what to do when their product(s) is complete. | * Review product(s) assignments and rubrics * Watch **Design Process Video** (whole class, small groups, or individually.) * Students discuss the **Check-In Questions** with their class/group or individually. * Students create their product(s) as a whole class, small groups, or individually, ensuring that they meet the needs of the audience. * Students review the rubrics with each product and revise/refine their work as needed. * **Next Steps:** Completed products submitted to teacher and perhaps presented to a public audience. |
| **Time:**  ~ 1.5 - 2 hrs / product  **Materials Needed:** | Product # 2 (if applicable) |  |
| **Time:**  ~ 1.5 - 2 hrs / product  **Materials Needed:** | Product # 3 (if applicable) |  |
| **PRESENTATION/ DISPLAY OF PRODUCTS** | | |
|  | **Teacher Responsibilities** | **Student Actions** |
| **Time:** VARIES  ~ 10-15 min. / group | * Have students present, and/or display finalized projects and celebrate the work completed. * Review the overarching concepts covered and how they connect with the work completed. * Great opportunity to share with parents and/or school community. | * Presentation of products * Student reflection on the PBL Process ( journals, partner discussion, whole group, etc.) |