

**Unit Planning Template: Defined Learning - Suggested Performance Task Plan**

**Performance Task Name:**

**Customized Task Link:**

**Subject/Grade:**

**Curriculum Unit Connection:**

**Primary Standard(s) assessed:**

The guide below can be followed as a unit over a number of weeks, or on consecutive days at the end of a unit as a culminating project. The following offers a guideline and/or steps to work through the performance task and can be varied or altered due to different time frames or instructional needs.

1. The unit plan is separated into what the teacher is responsible for and what the students will be doing.
2. It is suggested that the task is reviewed and this entire Unit Plan template be completed before assigning the project to the students.

	<b>Teacher Responsibilities</b>	<b>Student Actions</b>
<b>Session 1</b>  Time: 25-30 mins  Materials Needed:	<b><i>Set the Stage:</i></b> <ul style="list-style-type: none"> <li>● Introduce Task</li> <li>● Lead Driving Question discussion (If Applicable)</li> <li>● Career Video               <ul style="list-style-type: none"> <li>○ What guiding questions will be used?</li> <li>○ What do students know about this career?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● How will discussion take place?</li> <li>● How will students respond to the guiding questions (orally, written, individually, in groups?)</li> <li>● How will students share prior knowledge of career?</li> </ul>

<p><b>Session 2</b></p> <p>Time: 30-40 mins</p> <p>Materials Needed:</p>	<p><b><i>Explore the Background</i></b></p> <ul style="list-style-type: none"> <li>● Introduce the GRASP             <ul style="list-style-type: none"> <li>○ Check for understanding activity</li> </ul> </li> <li>● Determine Products to be used</li> <li>● Identify primary standard(s)</li> <li>● Identify primary skill(s), or practice(s)</li> <li>● Decide how students will work when doing products (individually, pairs, groups, if groups - how will they be determined)</li> <li>● Review rubrics for each product and edit if desired/necessary</li> </ul>	<ul style="list-style-type: none"> <li>● What activity will the students do related to the GRASP? (e.g., KWL chart, Think/Pair/Share, etc)</li> <li>● Students review the Products to be completed and watch the product videos (if applicable).</li> <li>● Student understanding check of:             <ul style="list-style-type: none"> <li>○ Ideas for what product will look like</li> <li>○ knowledge and skills used or needed</li> <li>○ materials and supplies needed</li> </ul> </li> <li>● Students review the rubrics for each product.</li> </ul>
<p><b>Session 3</b></p> <p>Time: 60-90 mins</p> <p>Materials Needed:</p>	<p><b><i>Do the Research</i></b></p> <ul style="list-style-type: none"> <li>● Identification of research questions your students will use</li> <li>● Or have students create their own research questions             <ul style="list-style-type: none"> <li>○ create instructions for student research question development</li> </ul> </li> <li>● Review and select research resources for your students.</li> <li>● Select the Learning Objects that you want students to review</li> </ul>	<ul style="list-style-type: none"> <li>● Review and/or create research questions for each product</li> <li>● Review research resources provided by your teacher on Defined STEM or other sources</li> <li>● Review the Learning Objects provided and answer the questions at the end</li> </ul>

	<p>Optional: Assign a <i>Constructed Response</i> or <i>Literacy Task</i> to gain background knowledge of topic and vocabulary associated with the performance task.</p> <ul style="list-style-type: none"> <li>● Title being assigned</li> </ul>	<ul style="list-style-type: none"> <li>● Students complete <i>Constructed Response</i> or <i>Literacy Task</i> <ul style="list-style-type: none"> <li>○ Individually? Partners? Groups?</li> <li>○ What form will their response be in? (journal, word/Google doc, etc?)</li> </ul> </li> </ul>
<p><b>Session 4</b></p> <p>Time: 1-2 hrs</p> <p>Materials Needed:</p>	<p>Name of <b>Product # 1</b></p> <ul style="list-style-type: none"> <li>● Facilitate and monitor group or independent work</li> <li>● Record class observations</li> <li>● Ask clarifying questions,</li> <li>● Provide authentic and targeted feedback on student ideas</li> <li>● Score submitted products using rubric and competencies/skills if applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Work on/complete Product 1</li> <li>● Review rubric and revise based on feedback</li> <li>● Submit Product 1</li> </ul>
<p><b>Session 5</b></p> <p>Time: 1-2 hrs</p> <p>Materials Needed:</p>	<p>Name of <b>Product # 2</b></p> <ul style="list-style-type: none"> <li>● Facilitate and monitor group or independent work</li> <li>● Record class observations</li> <li>● Ask clarifying questions,</li> <li>● Provide authentic and targeted feedback on student ideas</li> <li>● Score submitted products using rubric and competencies/skills if applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Work on/complete Product 2</li> <li>● Review rubric and revise based on feedback</li> <li>● Submit Product 2</li> </ul>

<p><b>Session 6</b></p> <p>Time: 1-2 hrs</p> <p>Materials Needed:</p>	<p>Name of <b>Product # 3</b> (if applicable)</p> <ul style="list-style-type: none"> <li>● Facilitate and monitor group or independent work</li> <li>● Record class observations</li> <li>● Ask clarifying questions,</li> <li>● Provide authentic and targeted feedback on student ideas</li> <li>● Score submitted products using rubric and competencies/skills if applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Work on/complete Product 3</li> <li>● Review rubric and revise based on feedback</li> <li>● Submit Product 3</li> </ul>
<p><b>End of Unit Celebration</b></p> <p>Time: 10-15 mins per group</p> <p>Materials Needed:</p>	<p><b><i>Reflection and Presentation and Display of Products</i></b></p> <ul style="list-style-type: none"> <li>● Identify the reflection Student Check-ins for students to complete</li> <li>● Have students present, and/or display finalized projects and celebrate the good work completed.</li> <li>● Review the overarching concepts covered and how they connect with the work completed.</li> <li>● Great opportunity to share with parents and/or school community.</li> </ul>	<ul style="list-style-type: none"> <li>● Students reflects on the PBL process</li> <li>● Presentation of products</li> </ul>