Project Pulse

Trace the choices that help a team finish a shared project.

9.P.CP.1 "Collaboration: Collaborate with others to accomplish shared goals and projects."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail in each paragraph that shows the team working toward its shared goal. Circle words or phrases that show how the team makes decisions or adjusts its plan.

A Podcast Team at Work

1. At Harborview High, four ninth graders planned a five-minute podcast about the history of the neighborhood library. During their first meeting, Maya wrote the shared goal at the top of a planning page: explain how the library changed as the community grew. The group listed tasks, then matched each task to a person's strength. Luis would research old newspaper articles, Nia would interview the librarian, Owen would edit audio, and Maya would organize the script. They set a deadline for each task and agreed to post updates in one shared folder.

2. Two days later, Luis discovered that one article gave a date that did not match the library's annual report. Instead of choosing alone, he posted both sources and asked the group which one seemed more reliable. Nia noted that the annual report was published by the library, while Maya suggested checking a second newspaper. They decided to use the annual report for the date and to mention the newspaper disagreement only if it helped listeners understand the story. Their decision came from evidence, not from who spoke first or loudest.

3. On recording day, Owen realized that the interview audio had background noise, and the group had only one afternoon left. He told the others what he could fix and what he could not fix in time. The team revised the plan together: Nia selected two clear interview clips, Maya shortened one section of the script, Luis recorded a brief transition, and Owen cleaned the chosen clips. Before submitting the podcast, they listened to it as a group and used a checklist for accuracy, clear sound, and respectful language. Each member named one final change, and the team completed the project on time.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did matching tasks to each person's strength help the group work toward its shared goal?

2. What did Luis do when the two sources gave different dates, and how did the group make its decision?

3. What did the team do when Owen could not fully fix the noisy audio in time?

4. How did the final group listening session support the quality of the podcast?

3 YOUR TURN

Your own words

Plan a project with three classmates. In 4 to 6 sentences, state a shared goal, assign a task to each member, explain how the group will decide between different ideas, and describe how the group will adjust if one task runs into a problem.

ANSWER KEY

Project Pulse

GRADE 9 · 9.P.CP.1

PART 1 · READ AND MARK

Underline one detail in each paragraph that shows the team working toward its shared goal. Circle words or phrases that show how the team makes decisions or adjusts its plan. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did matching tasks to each person's strength help the group work toward its shared goal?	**It gave each member a role suited to a strength, including research, interviewing, audio editing, and script organization.**
2	What did Luis do when the two sources gave different dates, and how did the group make its decision?	**He shared both sources and asked the group to judge reliability. The group chose the library's annual report based on evidence.**
3	What did the team do when Owen could not fully fix the noisy audio in time?	**They revised the plan together by choosing clear clips, shortening the script, recording a transition, and cleaning the selected clips.**
4	How did the final group listening session support the quality of the podcast?	**The team used a checklist for accuracy, clear sound, and respectful language, and each member suggested one final change.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our group will create a three-minute video that explains how students can reduce cafeteria waste. I will write the outline, Sam will collect facts from the cafeteria manager, Priya will film, and Theo will edit. If we disagree, we will compare each idea to our goal and vote after everyone explains evidence. If filming is delayed, Priya and I will record the needed visuals during lunch while Theo prepares titles. Before we submit, we will watch the video together and check that every fact is accurate and each voice is clear.

Accept answers that identify collaboration actions supported by the passage, even when students use different wording. For the open task, look for a specific shared goal, clear roles, a fair decision process, and a realistic adjustment plan.