Teamwork in Action

Build norms, goals, and routines that keep shared work moving.

12.P.CP.1.b "Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the group norms, circle the goal and deadline, and number the actions that help the team solve a problem or stay productive.

Producing the Landmark Podcast

1. When Ms. Alvarez assigned a five-minute podcast about a local landmark, the four students began by making group norms. They agreed to arrive prepared, let one person speak at a time, and challenge ideas without insulting people. Maya wrote the norms in a shared document. The group also chose a decision rule: after hearing each view, they would seek agreement, but a majority vote would settle a disagreement that remained after five minutes.

2. Next, the students set a clear goal: publish an accurate, engaging episode by Friday at 3:00 p.m. They divided the work into research, interview planning, scriptwriting, and audio editing. Jordan made a task board with an owner and due date for each job. On Wednesday, the board showed that the interview questions were unfinished. Instead of blaming anyone, Jordan asked what blocked the task. The group moved one researcher to help and shortened the question list.

3. At each ten-minute check-in, the facilitator asked members to report completed work, name obstacles, and state a next step. The role rotated daily so no one controlled every meeting. When Sam and Priya disagreed about using dramatic music, the facilitator returned to the goal of accuracy and asked them to test two short clips. Their comparison showed that the quieter clip made the narrator easier to hear, so the group selected it and recorded the reason in the shared document.

2 ANSWER WITH EVIDENCE

Use the passage

1. What decision procedure does the group use if agreement is not reached after five minutes?

2. What is the group's goal, including its deadline?

3. What information did Jordan put on the task board, and how did the group use it?

4. How did the facilitator help Sam and Priya resolve their disagreement?

3 YOUR TURN

Your own words

Work with three classmates (or a teacher-supported small group). Agree on two norms, a measurable goal and roles for a short community-message task; write your shared plan. Then actually draft a three-sentence message together on blank paper. Rotate the facilitator, who invites each contribution and checks progress. Record each person's real contribution and one actual facilitator action or adjustment. Agreement is welcome; do not invent conflict.

ANSWER KEY

Teamwork in Action

GRADE 12 · 12.P.CP.1.b

PART 1 · READ AND MARK

Underline the group norms, circle the goal and deadline, and number the actions that help the team solve a problem or stay productive. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What decision procedure does the group use if agreement is not reached after five minutes?	**The group uses a majority vote.**
2	What is the group's goal, including its deadline?	**Publish an accurate, engaging podcast episode by Friday at 3:00 p.m.**
3	What information did Jordan put on the task board, and how did the group use it?	**Each job had an owner and due date. The board revealed the unfinished interview questions, so the group reassigned help and shortened the list.**
4	How did the facilitator help Sam and Priya resolve their disagreement?	**The facilitator returned to the accuracy goal and had them test two clips, leading the group to choose the quieter clip.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our group agreed to hear each contribution and critique ideas rather than people. We set a goal of drafting three bus-access message sentences during today's work period; Lee recorded ideas, Sam checked the purpose, Priya drafted and I facilitated. We combined Lee's audience idea with Priya's wording, and Sam clarified the requested action. At our check-in, I invited Sam to explain that clarification and recorded our agreement. These are example records; students must report their own actual interaction.

Accept the four correct source-analysis answers. Provide blank paper and a supported group work period; observe learners actually agreeing norms/goals/roles, jointly drafting the short message and facilitating contributions. Collect the shared draft and each real contribution/action record. A future plan alone is incomplete. Accept genuine consensus and no-change progress checks; no forced conflict, complete public event or entire research project is needed.