Project Pulse

Read a model of norms, goals, procedures, and productive problem solving.

9.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 every norm, goal, and action that helps the group work productively. Number the steps in the team's Monday-to-Friday procedure 1, 2, and 3 to show their order.

Planning the History Podcast

1. At Riverside High, four students planned a lunchtime podcast about local history. Before choosing topics, they spent ten minutes creating group norms. They agreed to listen without interrupting, question ideas rather than people, and post updates in their shared document by 6 p.m. When Mateo suggested a fourth norm, the group tested it by asking whether it would help everyone participate. They chose to ask before changing another person's work. The norm gave quieter members a way to protect their contributions while still inviting revision from classmates.

2. Next, the team wrote a goal that named both a product and a deadline: publish one eight-minute episode with two reliable sources by May 3. Priya proposed dividing the work by strength, but Jordan worried that separate tasks could hide problems until the end. They made a procedure instead. On Monday, each member would add source notes. On Wednesday, pairs would compare notes and flag missing evidence. Friday's meeting would be used to outline the script together. This sequence made each person's work visible before recording began.

3. During the first week, attendance became uneven because two members had sports practices. Instead of blaming them, Mateo asked the group to review its procedure. They moved the Friday meeting to a video call and created a rotating facilitator role. The facilitator opened the agenda, checked that every member had a chance to speak, and ended by recording decisions and next steps. Priya also added a five-minute progress check at the start of each meeting. If a task was stalled, the group could reassign it or set a smaller checkpoint. By the deadline, the team had finished the episode and a clear record of who completed each task.

2 ANSWER WITH EVIDENCE

Use the passage

1. What fourth norm did the group choose, and whose participation did it support?

2. State the group's goal, including its product, source requirement, and deadline.

3. How did the Monday, Wednesday, and Friday procedure help the group work productively?

4. When attendance became uneven, what two changes did the group make, and what was the facilitator expected to do?

3 YOUR TURN

Your own words

With one or more real classmates, carry out a brief joint planning meeting for a three-minute book-trailer video. Each member contributes a suggestion; respond to one another and jointly agree on two norms, one measurable goal with a deadline, a three-step procedure and one method for handling a stalled task. Record the resulting collaboration plan and each person's actual contribution plus one decision the group made together. Agreement is fine; do not invent conflict or completed video work. Teacher-supported spoken or written exchanges are welcome. The video itself may be made later.

ANSWER KEY # Project Pulse

PART 1 · READ AND MARK

Underline every norm, goal, and action that helps the group work productively. Number the steps in the team's Monday-to-Friday procedure 1, 2, and 3 to show their order. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What fourth norm did the group choose, and whose participation did it support?	**The group chose to ask before changing another person's work. It supported quieter members' participation.**
2	State the group's goal, including its product, source requirement, and deadline.	**Publish one eight-minute podcast episode with two reliable sources by May 3.**
3	How did the Monday, Wednesday, and Friday procedure help the group work productively?	**It had members add notes, compare notes for missing evidence, and outline together, making work visible before recording.**
4	When attendance became uneven, what two changes did the group make, and what was the facilitator expected to do?	**The group moved the Friday meeting to a video call and created a rotating facilitator role. The facilitator opened the agenda, made sure everyone could speak, and recorded decisions and next steps.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative completed meeting record (students must record their own actual meeting): Ana proposed the April 18 deadline; Ben suggested checking the image choices together. We agreed to use that deadline and added the shared image check to step 2.

Resulting plan:
Norms: Listen without interrupting, and ask permission before editing a teammate's slide. Goal: By April 18, create one three-minute book-trailer video that includes the book title, author, a plot hook, and credits. Procedure: 1. By April 10, each member adds two possible images and one plot idea to the shared folder. 2. On April 12, the group chooses images and drafts narration together. 3. On April 16, the group records, edits, and reviews the video. If a task stalls, the facilitator asks what is blocking it, then reassigns part of it or sets a smaller deadline.

Preserve all four accurate Riverside source answers. In Part 3, observe or review the actual group exchange and contribution/decision record, then check the jointly agreed plan for two norms, a measurable goal/deadline, three ordered steps and a workable stall method. Accept supported spoken or written meetings, genuine full agreement and varied sound procedures. A solitary imagined plan does not complete the collaboration task. Do not require actual production/publication of the whole trailer.