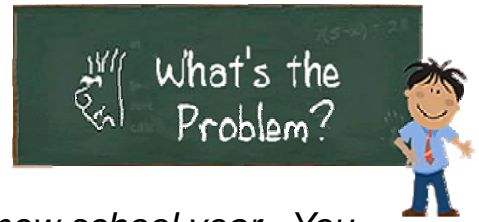


Teacher Instructions:



Problem Scenario: “Classroom Rules”

The Main Problem:

You are a teacher heading into a new school year. You need to come up with a few key **classroom rules** that are important to create a successful learning environment. The rules need to be clear and written in a way that can easily be posted in the classroom.

Your students will be viewing this problem from an **integrated** perspective.



What goes into a set of classroom rules

Students will review the characteristics of a successful learning environment, and decide what rules need to be in place to achieve it. Furthermore, they must consider how those rules can be easily displayed for students.

Step ①

Review
Stimulus
Items

Stimulus Item #1 — “Why Rules are Important” (article)

Stimulus Item #2 — “Classroom Rules” (collage)

Stimulus Item #3 — “**Preamble**” (definition & example)

***Students should take notes as they review the Stimulus Items*

Step ②

Classroom
Discussion

Lead a **class discussion** about issues related to the topic. You are being provided a sheet to help you guide the classroom discussion.

Extended Responses: Have students answer the following questions. Remind students to use information from the Stimulus Items to support their response.

1. What are the goals for a set of classroom rules?
2. What are certain rules that every classroom should have in place?

Step ③

Student
Response

****students should have access to their notes as they enter their answers*

****students may also have access to the Stimulus Items as they enter their answers*

EXTENDED PRODUCT (Optional): Divide students into small groups, and have each group create a list of classroom rules that must be in place to create a “successful learning environment” (the groups must first decide on the definition for that term). When the rules are in place, the groups will write a preamble to the classroom rules, which will be a few sentences to highlight the goal of the rules and why they are important (similar to the preamble of the Constitution of the United States). Have each group read their rules and their preambles, and see how they compare with the existing class rules, and then choose a preamble that can be used for the class.

Step ④

Analysis

Rubrics to grade student entries have been provided, and all questions have been mapped to the content standards.