


What is the format of the
Problem-Based
Integrated Scenarios?



What's the Problem?

3rd Grade Problem Scenarios:

The Main Problem



The Problem

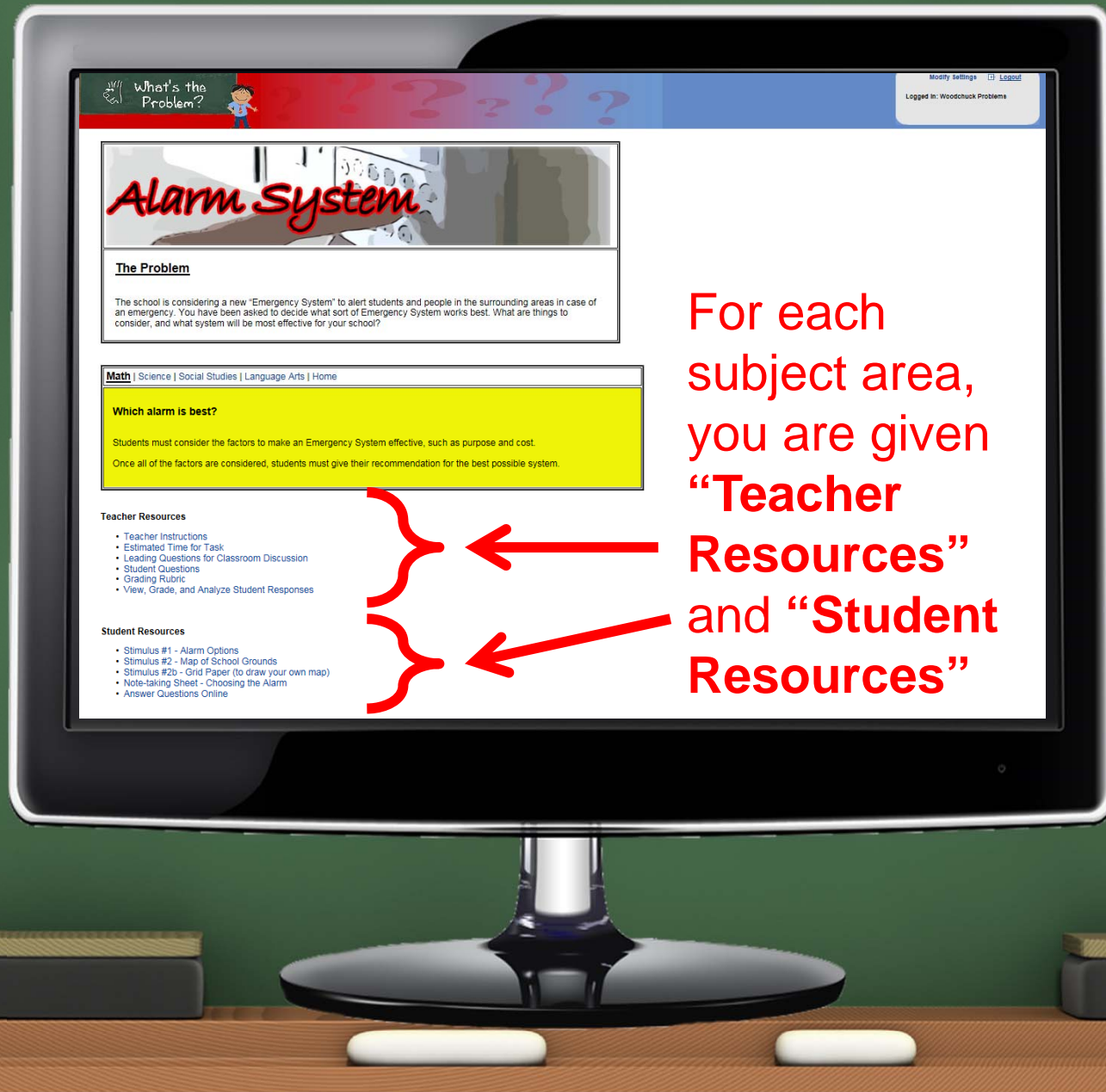
The school is considering a new "Emergency System" to alert students and people in the surrounding areas in case of an emergency. You have been asked to decide what sort of Emergency System works best. What are things to consider, and what system will be most effective for your school?

Math	Science	Social Studies
Which alarm is best?	How loud does an alarm need to be?	How can an alarm save lives?
Students must consider the factors to make an Emergency System effective.	One of the most important factors in choosing an effective system is the sound level.	Having major alarm systems is often overlooked until it is necessary, such as in the moments before a tornado strikes.

Start here, and click on the subject area where you want to begin. →

The Main Problem is approached from several points-of-view (i.e. subject areas)

Once you click on a subject area...



For each subject area, you are given "Teacher Resources" and "Student Resources"

The screenshot shows a web interface for an educational task. At the top left, there is a header with the text "What's the Problem?" and a small cartoon character. To the right of the header, there are navigation links for "Privacy Settings" and "Logout", and a user login status "Logged in: Woodchuck Problems". The main content area features a large image of a control panel with the title "Alarm System" written in red cursive. Below the image is a section titled "The Problem" with a paragraph of text: "The school is considering a new 'Emergency System' to alert students and people in the surrounding areas in case of an emergency. You have been asked to decide what sort of Emergency System works best. What are things to consider, and what system will be most effective for your school?". Below this is a yellow box containing the question "Which alarm is best?" and instructions: "Students must consider the factors to make an Emergency System effective, such as purpose and cost. Once all of the factors are considered, students must give their recommendation for the best possible system." At the bottom of the page, there are two sections: "Teacher Resources" and "Student Resources". The "Teacher Resources" section lists: "Teacher Instructions", "Estimated Time for Task", "Leading Questions for Classroom Discussion", "Student Questions", "Grading Rubric", and "View, Grade, and Analyze Student Responses". The "Student Resources" section lists: "Stimulus #1 - Alarm Options", "Stimulus #2 - Map of School Grounds", "Stimulus #2b - Grid Paper (to draw your own map)", "Note-taking Sheet - Choosing the Alarm", and "Answer Questions Online". Two red arrows originate from the "Teacher Resources" and "Student Resources" sections and point towards the summary text below the screenshot.

Teacher Resources include:

- **TEACHER INSTRUCTIONS**
- **Classroom Discussion Sheets**
- **Grading Rubrics**
- ****Online Response Features****

Student Resources include:

- **Multiple "Stimulus Items"**
- **Thought Gathering Sheets**
- ****Response Options****



→ **Think of it like this...**

You need to buy a new car. Which car is the best fit for you and your situation?

Main problem scenario



The problem is approached from several perspectives

Which is the most cost-effective car?

Which is the most practical car?

Which is the coolest car?



(of course, in our PBL Scenarios, the different perspectives are neatly divided into the core subject areas)

Which is the most cost-effective car?

Which is the most practical car?

Which is the coolest car?

Each of these questions may have a different answer... but, at the end of the day, you have to decide:

WHICH IS THE BEST CAR FOR YOU?

Alarm System

The Problem
The school is considering a new "Emergency System" to alert students and people in the surrounding areas in case of an emergency. You have been asked to decide what sort of Emergency System works best. What are things to consider, and what system will be most effective for your school?

Math	Science	Social Studies
Which alarm is best? Students must consider the factors to make an Emergency System effective, such as purpose and cost. Check all of the factors are considered. Students must give their recommendation for the best possible system. Click here to begin	How loud does an alarm need to be? One of the most cost-effective systems is a single audio (sound) alarm. Students must review this option and using scientific data, propose how loud the alarm would need to be and how far it would reach if used as a school alarm. Students must be prepared to list the pros and cons of the system. Click here to begin	How can an alarm save lives? Having major alarm systems is often overlooked until it is necessary, such as in the moments before a tornado strike. Students should be able to list situations where events would be useful to alert South Carolinians of certain situations. Click here to begin
DOK - 3 to 4 Students will read the article and identify all factors of effective alarm systems.	DOK - 3 to 4 Students will make a Claim-Check-Defend the "best" or "worst" alarm system.	DOK - 3 to 4 Students will make an action about the use of public alarm systems.
DOK2 Students will read classroom discussion with specific writing questions.	DOK2 Students will read classroom discussion with specific writing questions.	DOK2 Students will read classroom discussion with specific writing questions.

Language Arts
Gathering evidence from the stimulus items provided, students should write an informative/explanatory piece on the need for alarms.

In our PBL Scenarios, we use math, science, and social studies as ways to approach problems from different perspectives.

It is in Language Arts that you weigh all of your options and come up with a final answer.