

THE PBL PROJECT

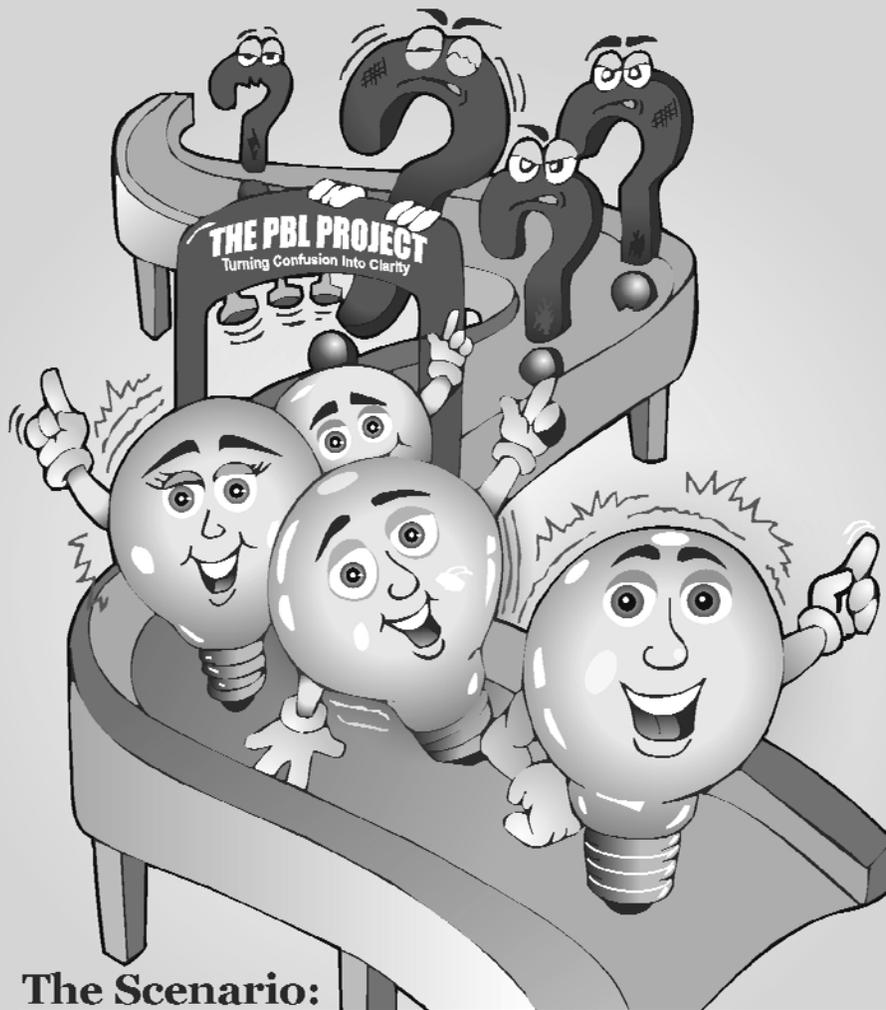
Problem-Based Learning. Done Right. Finally.



What's the Problem?



Integrated Problem Scenarios Middle School / Secondary



The Scenario:

“Background Music”

You are principal at a school that is considering playing background music while students work. Is this a good idea, and what are the issues involved?

- * Features engaging and real-world scenarios
- * Integrates all core subjects
- * Includes all teacher and student resources
- * Provides a full overview of Problem-Based Learning

PBL Project

Integrated Problem Scenarios

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Throughout this book, students are asked to refer to “Stimulus Items.” These are outside sources that have been collected to help students gain knowledge about the Problem Scenarios. These sources may have been edited or adapted at times due to length, format, or readability, and they don’t necessarily reflect the personal opinions of the editors. Every effort has been made to credit these resources by providing appropriate source information.

Okay, now that you’ve got all of the disclaimers out of the way—go have fun!!!

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A Note to the Teacher:

If there was something about the cover or title of this book that interested you enough to pick it up and turn to this page, then you probably already know what we are going to say. The truth is that, in today's world, students must leave the classroom equipped with 21st century skills and ready to meet the challenges of real life. One of the best ways to meet these demands is through interdisciplinary **Problem-Based Learning** scenarios. This type of classroom instruction promotes communication, collaboration, curiosity, organization, and problem-solving skills . . . all major components of any reputable set of standards.

The Problem-Based scenarios in this book integrate Language Arts, Math, Social Studies, Science, and other content areas. They offer educators a chance to shift the work of learning from the teacher to the students, where it belongs. If we wish to prepare a generation of students to solve real-world problems, we simply must give them real-world problems to solve... Problem-Based Learning is the way to accomplish this task.

So, let's get ready to begin! Enjoy,

Your Friendly Editors

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What's in a name?

A Fair Question:

What's the difference between "Problem-Based Learning" and all of these other terms?

- Case-Based Learning
- Challenge-Based Learning
- Design-Based Learning
- Inquiry-Based Learning
- Project-Based Learning
- Team-Based Learning
- Passion-Based Learning
- Work-Based Learning

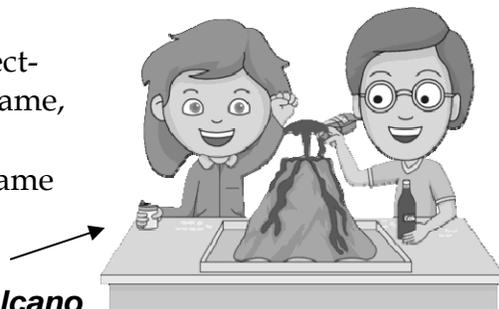
The Answer:

Nothing... if they are done right.

Each of the terms listed above describes a scenario where students must make choices about a situation based on the information they are given. That's what Problem-Based Learning is all about!

We prefer the term "Problem" because it highlights the thinking element of the process.

By contrast, consider the term "Project-Based Learning." While the process is the same, the word "Project" brings to mind a simple assignment that must be completed in the same way you follow a recipe.



(the word "project" brings to mind a volcano made from baking soda and vinegar)

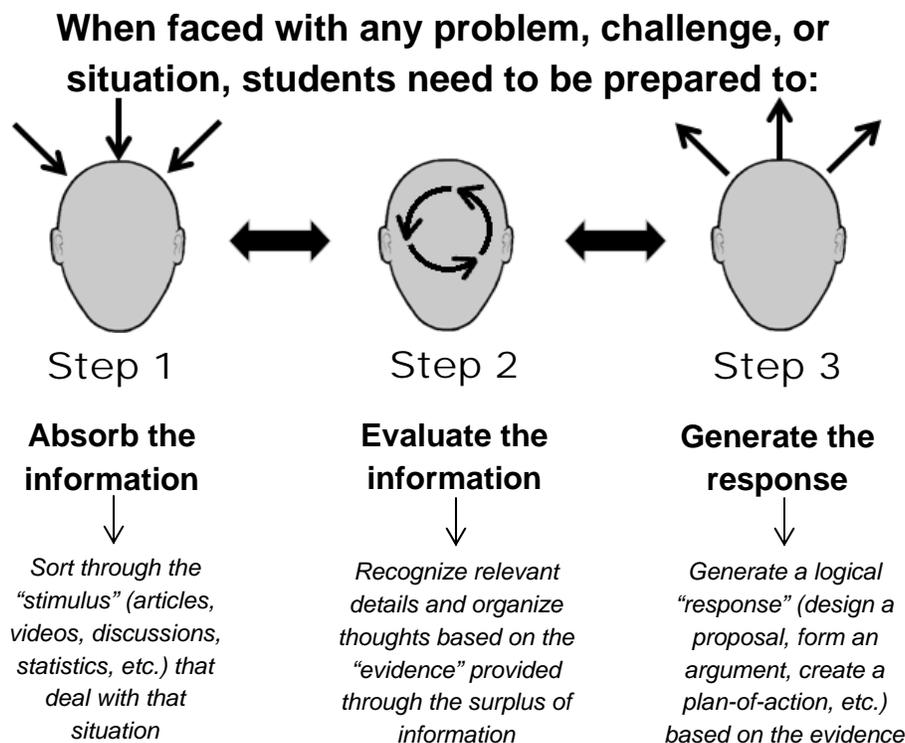
So, what exactly is “Problem-Based Learning”

If you're looking for a scholarly academic definition for Problem-Based Learning, this one will do as good as any:

Problem-Based Learning is an instructional method that challenges students to “learn to learn.” It prepares students to think critically and analytically, to work cooperatively with others and with technology, and to find and use appropriate learning resources.

Yes, that's quite a mouthful! The good news is that instead of viewing Problem-Based Learning as a definition, it's better to understand it as a **process**. Here's what we mean:

The 1-2-3 of Problem-Based Learning



Now: Wash. Rinse. Repeat.

Students must work through the process multiple times with different scenarios in order to become comfortable with each step.

Why Problem-Based Learning?

The only clear and rational answer to, “*Why Problem-Based Learning?*” is to say that “*Students need it.*” Simply memorizing facts, definitions, or mathematical formulas does not equip a student to thrive in today’s world. This shift is highlighted by a few recent developments.

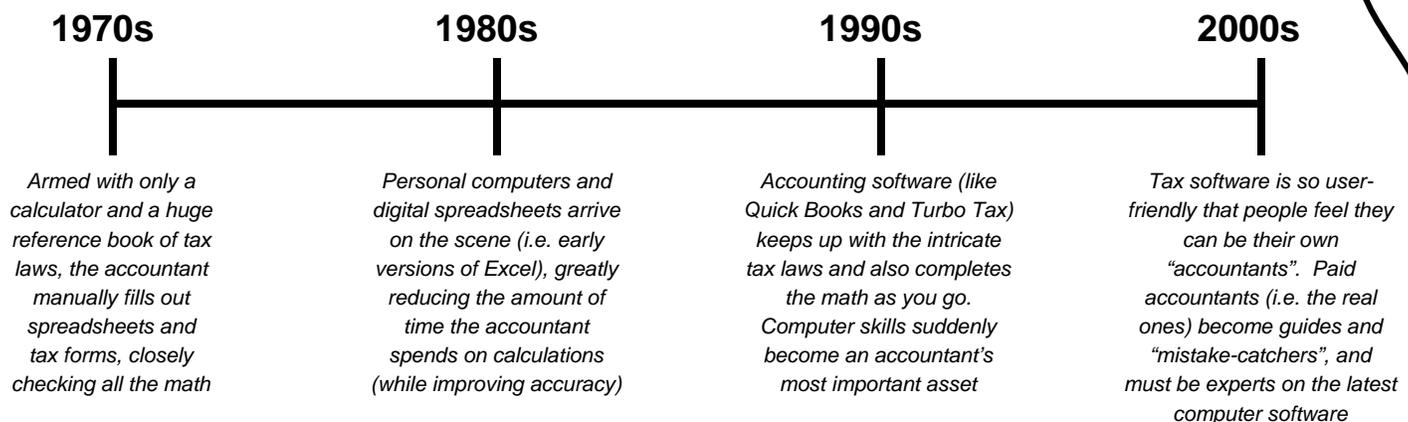
First, new academic standards (including the Common Core) that are being developed around the country are often centered around a simple mantra:

“College and Career Ready”

It seems obvious, but there’s a trick. “College and Career Ready” is a moving target. Consider a student who is in upper elementary school right now (ages 8 to 10). There is no telling what career he or she will have twenty years from now, at around 30 years of age. There is a long list of jobs that didn’t exist even 10 years ago (*app designer, social media manager, Zumba teacher... just to name a few*). There are certainly many career paths that don’t exist now that will be common in a couple of decades (*perhaps a virtual reality tour guide, body part replacement specialist, or weather modifier*). Likewise, there are jobs that are familiar at the moment that may be on their way out (*watch out retail cashiers*).

To try and predict the specific knowledge base and skill set that students will need for their future careers may be like an old-timer placing his music CDs into a time capsule just so he can have a good laugh twenty years later. To really drive home the point, consider a “predictable” job that has existed for hundreds of years, and will certainly exist for hundreds more. I’m referring to the trustworthy **accountant** (and for this exercise, we’ll just look at the “tax preparation” part of the accountant’s job, because taxes aren’t going anywhere!). Let’s see how this job has changed:

The Evolution of an Accountant (*during tax season*)



So, the skill set has changed and the accountant has gone from a quiet, detail-obsessed math guru to a software expert who is willing to empower the customers to do a job that once only he or she could do. And every job is going through similar transitions. One of the main reasons for this development is technology, which brings us to the question raised on the next page.

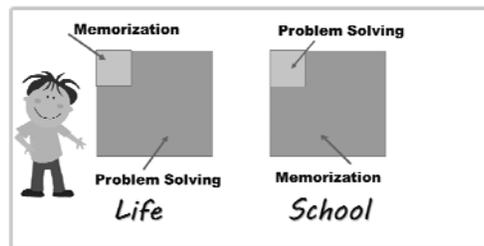
And what about technology?

Here's something to think about: ***What do you teach a student who has access to all of the information in the world?***

It's a fair question. You'd be hard-pressed to find a fact, statistic, quotation, formula, or tiny detail that your average 5th grader can't find in less than a minute with a Smart Phone (or, coming soon, wearable technology). If they are armed with the right technology, students will react like so:

- "Who wrote *Uncle Tom's Cabin*?" - "No problem."
- "What is the formula to find the volume of a rectangular prism?" - "Piece of cake."
- "What is the diet of the duck-billed platypus?" - "Coming right up."

Consider this visual:



Technology is a game changer. The above illustration shows a trend that has been true for quite some time, and the age of "instant information" only makes life's "Memorization" square smaller.

Yes, there is baseline knowledge every student should have. For example: *Should elementary school students be able to name the first president of the United States?* Of course. *Should middle school students be able to graph a simple formula?* Absolutely.

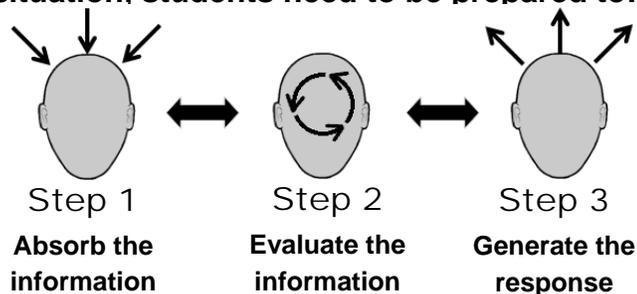
The issue is that the amount of information that is labeled "absolutely must memorize" keeps shrinking and, frankly, gets less critical to a student's success. For example: *Should students instantly know the capital of Alabama?* It's hard to say. After all, it's only a click away.

So, we've established that what students need to know is changing. That leaves one question...

Well, what do they need to know?

We hate to be repetitive (not really), but **it all comes back to the skills of Problem-Based Learning**. These skills will be vital to students regardless of the inevitable changes that the future brings.

When faced with any problem, challenge, or situation, students need to be prepared to:



The age of "instant information" may create a shift in classroom instruction, but it should be embraced by teachers and students. What is important to remember is that absorbing the information (Step 1) is just a small part of the process. In fact, technology can also be used to approach the other steps in unique ways (especially the way the student can respond in 'Step 3')

What are the key features?

When carried out correctly, a classroom that revolves around Problem-Based Learning has a flow and level of engagement that is hard to match with any lesson that begins with “*turn to page 17 in your textbook.*” Listed below are characteristics that you’ll notice in a class that is working on a Problem-Based Scenario like the one offered in this book:

The PBL Checklist

-  Students focus on content that is relevant to them in **real-world scenarios**
-  The **teacher serves as the mediator**, and **students are in charge** of managing, planning, and executing the task
-  Students demonstrate **21st Century Skills** (collaborating, researching, communicating, etc.)
-  Instead of a single answer, students consider **multiple points-of-view**, and search for **evidence to support their views**
-  Knowledge, skills, and information **integrates across multiple subjects**
-  **Students respond in a variety of ways**, creating “products” that go beyond writing an answer to a single question

What are misconceptions?

The term “Problem-Based Learning” (along with any of the related ones on page 6) is often used out of context or with no clear idea in mind. As a result, both critics and supporters of the strategy commonly identify PBL with characteristics that simply aren’t true. Here are some common misconceptions we’ve run across:

Misconceptions of Problem-Based Learning



The misconception: “There is no wrong answer.”

The truth: *A Problem-Based Scenario will not have a single, “correct” answer. However, a response that is not logical and where no effort has been made to support it is a “wrong” answer.*



The misconception: “Problem-Based Learning is just the hot topic that is currently gaining momentum (i.e. it’s a fad).”

The truth: *Problem-Based Learning has been around for generations, and will be around for many more. It is becoming more essential in a world where facts are instant and effortless, making “thinking” a powerful skill.*



The misconception: “Problem-Based Learning isn’t about ‘facts’.”

The truth: *You always have to have the facts right. However, in today’s world, finding facts on any topic is usually just a click away. It’s what you do with those facts that matters—that’s Problem-Based Learning.*

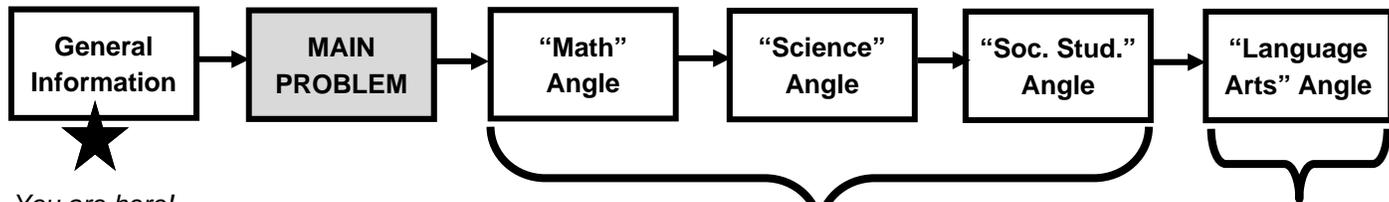


The misconception: “The learning really begins when students are given a problem they’ve never considered before.”

The truth: *There are few things in life that aren’t a “problem” (What should I buy at the store? Where should we go on vacation? What can we do this weekend?). The skills of Problem-Based Learning can be developed with all of these.*

How does this book work?

This book is divided into several sections, listed below in the order in which they will appear:



You are here!

We will look at the Main Problem from several points-of-view, each conveniently divided into a core subject area.

Language Arts serves as the “hub,” where students will use all points-of-view to provide a comprehensive response to the Main Problem.

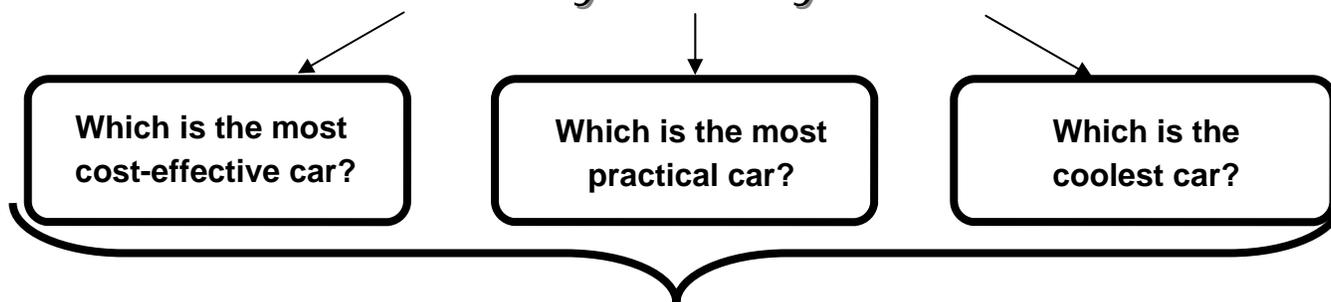
This “subject angle” format works well because the goal is to simulate a real-world scenario within a school setting. As the illustration below suggests, they do not always replicate one another:



Think of it like this...

This is your MAIN PROBLEM SCENARIO

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



These are the different perspectives from which it’s necessary to approach the Main Problem. In our scenario, these perspectives will all fit nicely into a core subject area and are referred to as the “subject angles.”

So, which car are you going to buy?

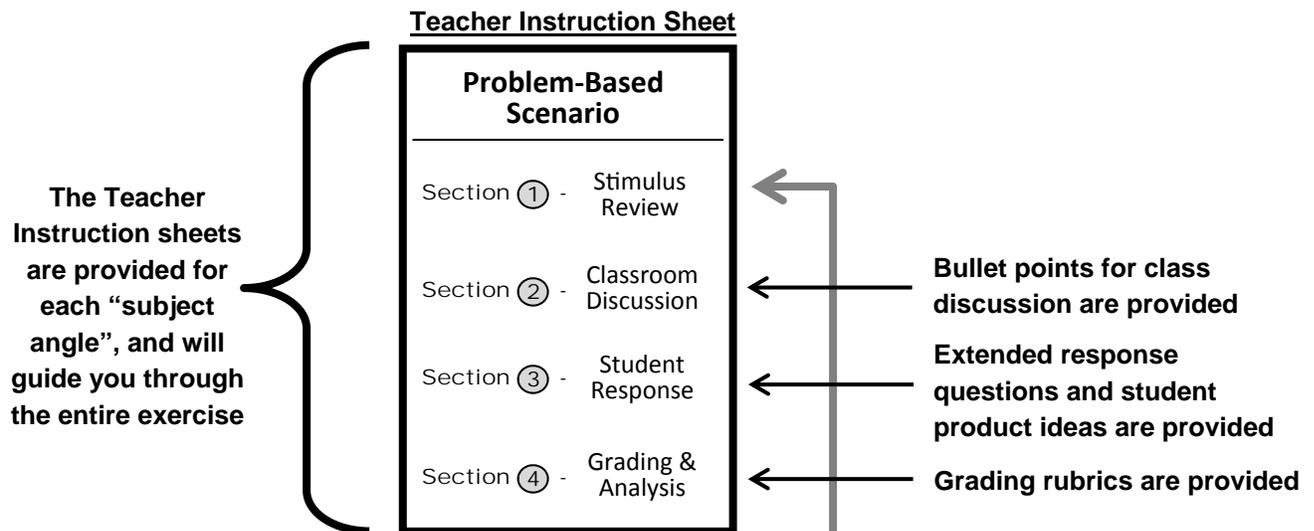
In the end, the different perspectives must be evaluated to provide a single response to the Main Problem. In our exercise, this comprehensive answer is provided in the Language Arts section.

What is provided?

The short answer is “everything you need!”

As you work through the Problem-Based Scenario in this book, both you and your students will be provided with the necessary resources each step of the way.

Teacher Resources



Student Resources

- Stimulus Items (*articles, videos, infographics, statistics, etc.*) are all provided for each exercise
- “Thought-Gathering” sheets are provided to help students organize their ideas
- Handouts are provided to introduce and layout the instructions for all steps of each exercise

Remember, a unique set of all of these resources will be provided for each “subject angle”

Standard Alignment

How many times have you reviewed a new resource and asked, “*How does this align to **my** standards?*” It’s certainly a fair question, especially considering how teachers themselves are assessed and how their performances are monitored.

What’s interesting is how teachers like to refer to them as “my standards.” Often times, an obsession over a specific set of standards – whether it is a set of state standards or even the Common Core – can result in extremely qualified educators missing a few simple steps. The most important of those steps may be to define what exactly is meant by the term “standards.”

For our purposes, we’ll simply say that “standards” are a written description of what a student should know and what he or she should be able to do related to a specific subject area. A clear set of standards will even tell how well students should know it and well they should be able to do it.

From that broad perspective, standards really don’t differ too much around the country. You can argue the subtleties all day, and yes some standards are certainly clearer and more logical than others. Still, everyone agrees that by the time a student finishes 1st grade, he or she should know the differences between the four seasons... and a 4th grader should not only know the name of our first president, but also understand why our founders were so adamant about checks and balances... and a student should finish elementary school with a firm grasp of all four mathematical operations. You get the point.

Of course, a great set of standards will make these milestones very clear and help a teacher accomplish the goals without missing any steps along the way. We certainly hope that the problem scenario in this book will be helpful in that quest.

As you go through this book, each “subject angle” will provide specific learning goals based on the topics that fit the exercise. In most cases, students will achieve the goals simply by working through the exercise. In other cases, they will have to be “led there” with a little help from the teacher.

However, it’s important to note that Problem-Based Learning isn’t about absorbing names, dates, facts, and figures. A textbook is still great for that. The next page will outline several “hidden learning goals” that are extremely important, and that a textbook just won’t touch.

The concept of Higher-Level Thinking is certainly nothing new, and a number of “educational scholars” have worked hard to define and classify the concept. We’re not going to try to invent the wheel here. Instead, we’re going to use the work of the experts to show how vital Problem-Based Learning is to a student’s education:

Webb’s Depth of Knowledge *(the very abbreviated version)*

DOK 1	- recalling information, citing evidence, following simple instructions	}	Demonstrated as students review various stimulus items
DOK 2	- understanding and explaining concepts, which can lead to sound predictions and interpretations		Demonstrated during class discussion and the “thought-gathering” phase
DOK 3	- using information and concepts to make broad connections and interpret and support abstract ideas		Demonstrated as students answer the Extended Response questions
DOK 4	- applying ideas and concepts in a different situation, creating something new with information		Demonstrated as students create their “Products” for each exercise

21st Century Skills

- | | | |
|---------------------|-------------------------|------------------------------|
| ◆ Critical Thinking | ◆ Collaboration | ◆ Entrepreneurialism |
| ◆ Researching | ◆ Leadership | ◆ Flexibility / Adaptability |
| ◆ Creativity | ◆ Technological Ability | ◆ Internet / Media Literacy |
| ◆ Planning | ◆ Social Awareness | ◆ Data Analysis |
| ◆ Communication | ◆ Scientific Literacy | ◆ Personal Expression |

Throughout a student’s education, he or she must develop skills and lifelong habits in order to succeed.

It is in the development of these abilities and traits that traditional teaching methods often fall short, and where Problem-Based Learning greatly succeeds.

Life Habits

- | | | |
|----------------|---------------|----------------------|
| ◆ Patience | ◆ Imagination | ◆ Healthy Skepticism |
| ◆ Perseverance | ◆ Leadership | ◆ Self-Direction |

*“Ask not whether **Problem-Based Learning** fits into the new standards... ask whether the new standards fit into **Problem-Based Learning.**”*

When considering standard-alignment, it is the development of skills and habits that is the greatest benefit of PBL!



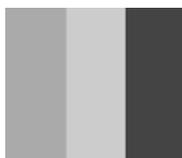
The Main Problem:

Here is the Problem-Based Learning scenario that is the focus of this guide:

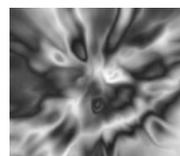
You are the principal of a school and are thinking of playing background music in the classroom as students work. You are hoping to improve morale and student performance. Is this a good idea, and what are the issues involved?

Of course, every significant challenge in life needs to be looked at from several points-of-view. For the Problem-Based Scenario in this book, the different “points-of-view” have been divided into a math angle, a science angle, and a social studies angle. Then, in Language Arts, all points-of-view are evaluated into a single approach.

Obviously, life isn't so cleanly divided into subject areas. Remember the visual that you saw on page 12:



School



Life

It's certainly a challenge – impossible, actually – to have “real life” crunched into a box that fits the academic schedule. Still, having students review a problem from several angles (even if they are neatly divided along subject lines) helps them understand that problems are multi-dimensional, made up of pieces so complex that they must be evaluated on their own. Only after all of the pieces have been individually examined can the problem be properly approached as a whole.

So, each “subject angle” is one piece of the puzzle. That's not to say they aren't plenty challenging in their own right. In fact, they are wonderful exercises for math, or science, or social studies class, even if you never have a chance to get into the other subject points-of-view.

Now we're ready to begin. The page to the right outlines the “subject angles” that we've created for the Problem-Based Scenario in this book.



The “Subject Angles”:

In order to properly respond to the Main Problem, it is important to consider multiple points-of-view. Below are several angles from which to approach the problem.

The Math Angle:

Do statistics suggest that playing music improves grades?

Students will look at academic statistics to determine if the use of background music has been successful in trials.

The Science Angle:

Can the benefits of playing background music be tested?

Students will review scientific experiments that could be adjusted to test the benefits of music in the classroom, and then they will design their own experiment.

The Social Studies Angle:

In what ways does music influence and inspire people?

Students will review the role of music in society, and decide if music can be used to increase morale and student engagement.



Language Arts serves as the hub for the entire exercise. It is in ELA that all of the other “subject angles” are evaluated and measured against one another, and a final decision about how to approach the Main Problem Scenario is made based on all of the available information.

A Note to Parents

Of course parents like to be kept in the loop, so they will appreciate a note home to tell them about the Problem-Based Learning and the specific scenario you will be working on with your students. But there's another reason (perhaps a bit more sneaky) why we like to send the letter home. It helps set a tone for the entire exercise, prompting students to approach it with respect and a level of seriousness. It is safe to say that when you send the "letter home", you mean business.

We've written a sample letter below that can be a model for your Parent Letter. Obviously, you can add your own spin on it as you wish:

Dear Parents,

Our class is preparing to engage in a Problem-Based Learning exercise. The term "Problem-Based Learning" (or PBL) is being used more frequently in education, and I just want to take a moment to explain what we will be doing and what the goals are.

First, it's an important part of an educator's job to make sure students leave the classroom ready for the challenges of life and equipped with 21st century skills (i.e. skills that focus on communication, organization, technology, and problem-solving). We use these skills every day. Unfortunately, they are often overlooked as students work to absorb names and dates, facts and figures.

For example, let's say you have to go to the bank in the afternoon. In school, we may have a lesson on map reading and ask the students to find the best route to the bank. Of course, that's an incomplete look at the challenge of actually going to the bank. In real life, getting directions to the bank is the easy part. To make it a successful outing, you will also ask yourself:

- *What time do I need to go? What are the banking hours? What will traffic be like?*
- *Why am I going? What do I need to bring? Is this a drive-through visit or do I need to go inside?*
- *What else do I need to do this afternoon? How will my bank visit work into my overall schedule?*

And so on... The ability to answer (and know enough to ask) these questions and respond accordingly enables you to use your time and resources in the best way (even with something as simple as going to the bank). Students need to learn to do the same. Allowing students to work through Problem-Based Learning scenarios will help them develop the skills that go beyond simple memorization.

For our problem-base scenario, we are going to fast-forward to the day when the students are working citizens, and they will have to address a real problem that has no easy answer. Here's the specific task:

You are the principal of a school and are thinking of playing background music in the classroom as students work. You are hoping to improve morale and student performance. Is this a good idea, and what are the issues involved?

Obviously, this is not a "yes or no" problem. To come up with a logical approach, students will review different "stimulus items" related to the topic (articles, videos, statistics, infographics, etc.), engage in classroom discussion, and organize their thoughts as they absorb information. They will look at the problem scenario from several points-of-view across multiple subject areas. Next, they will work in groups to come up with the best approach to problem, and they will present their findings in a simulated "real-life" situation. It will be challenging, but very enjoyable and it will ultimately result in a tremendous sense of accomplishment. Best of all, this exercise will help develop a wide variety of skills that students will use the rest of their lives!

Your Friendly Teacher

The Intro to Students

This is the fun part! The success of this exercise greatly depends on the excitement and engagement of the students. As you know, it's best if you can hook them right from the start. We took this into consideration when creating this Problem-Based Scenario, and these are points that might be worthwhile to stress when introducing the Main Problem:

- ① **First Person** — *your students are main players in the problem... they are not solving an abstract problem for someone else*
- ② **Real-World** — *the problem scenario is a real-life situation... this makes it more relevant and increases engagement*
- ③ **Sense of Urgency** — *simple phrases like "you must" and "it is important to" help add a sense of urgency*
- ④ **Short and Sweet** — *limit the introduction of the problem scenario to a few sentences... the details will be ironed out later*

The Main Problem

- ① *The students are participants in the problem, so they will be approaching it from a **first-person** perspective*

② *This scenario is a very **real-world** situation that is discussed in schools around the country. Students can see that it applies to their daily lives, and that will help their engagement.*

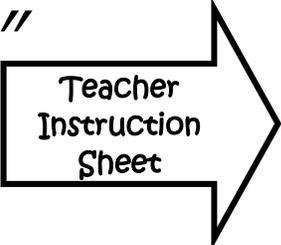
You are the principal of a school and are thinking of playing background music in the classroom as students work. You are hoping to improve morale and student performance. Is this a good idea, and what are the issues involved?

③ *By definition, a problem should have a **sense of urgency** (otherwise, it's not a problem at all). The wording of the Main Problem was chosen to stress that it is something that must be addressed. Students will become more engaged if they, too, feel the pressure of the situation.*

- ④ *As students work through the problem, they will be exposed to many details and related resources. For the introduction, though, it's best to keep it "**short and sweet**" as shown above. This not only grabs students' attention, but it actually makes it easier to understand the final goal of the problem scenario.*

Section 2:

“The Math Angle”



Teacher
Instruction
Sheet

The Main Problem Scenario:

You are principal at a school that is considering playing background music while students work. Is this a good idea, and what are the issues involved?

The “Math Angle”:

Do statistics suggest that playing music improves grades?

The MATH ANGLE

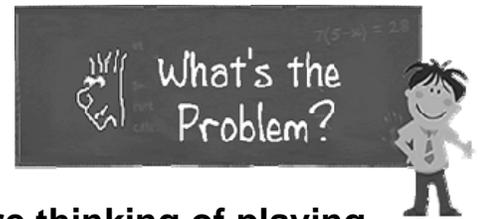
Your **Teacher Instruction** page is shown to the right. A unique Teacher Instructions sheet is created for each “subject angle” of the Main Problem Scenario, and walks through the entire process of viewing the problem from that point-of-view. Everything that is referenced in the Teacher Instructions (student stimulus items, classroom discussion sheets, thought-gathering sheets, rubrics) will be provided as you work through the exercise.



Make a photocopy of the Teacher Instructions to walk you through the entire “math angle”

Teacher Instructions:

“Background Music”



Problem Scenario: You are the principal of a school and are thinking of playing background music in the classroom as students work. You are hoping to improve morale and student performance. Is this a good idea, and what are the issues involved?

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



Do statistics suggest that playing music improves grades?

Students will look at academic statistics to determine if the use of background music has been successful in trials.

Step ①

Review
Stimulus
Items

Stimulus Item #1 — Pre- and Post- test scores (data)

Stimulus Item #2 — “Examining Background Music” (statistics)

Stimulus Item #3 — “Music in the Classroom” (article)

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

- 1) **Based on the statistics provided (Stimulus #1), does playing background music while students work improve grades? Support your conclusion with data.**
- 2) **What are factors that might cause the data to be misleading as to whether or not background music improves student grades?**

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*

Product Option: Divide your class into groups, with each group becoming **academic consultants** hired by the school to improve student performance and overall morale. The groups will examine whether playing background music as students work can improve results. Using the pre- and post- test scores provided in Stimulus #1 (or, you can collect real data by doing the experiment outlined in the “Science Angle” of this exercise), your students will make recommendations. They must then **prepare a presentation** to convince the school board (i.e. their classmates) of their position. They may display the data in graphs, charts, or whatever visual means will help stress their point. The groups should also acknowledge how the numbers may be misleading or inconclusive (i.e. small sample size, different classes being tested, other variables, etc.).

Step ④

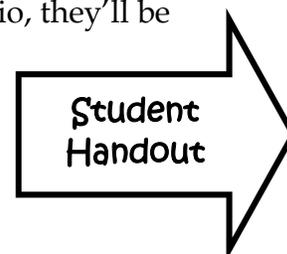
Analysis

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

Math Standards

As students work through this section of our Problem-Based Scenario, they'll be focusing on several mathematical content areas. This includes:

- **Data Analysis**
- **Numbers and Operations**



In addition – and perhaps more importantly – students will need to take on a mathematical frame of mind (in academic circles, this is referred to as the “Standards for Mathematical Practice”), which is a key benefit of Problem-Based Learning. This means that students will need to:

- **Make sense of problems and persevere in solving them.**
- **Reason abstractly and quantitatively.**
- **Construct viable arguments and critique the reasoning of others.**

The MATH ANGLE

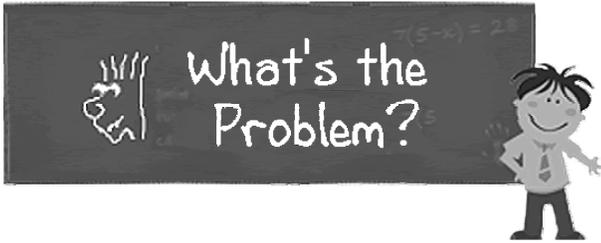
You may want to share the goals listed above with your students prior to beginning the exercise, but the best part is that they'll be developing these skills whether they realize it or not!

The most important thing to remember when introducing the Problem-Based Scenario is to grab student interest right away. It is a fun and challenging exercise, and you certainly want students to approach it that way.

To make this easy for you, we have created a handout to introduce the “math angle” to your students for this Problem-Based Scenario. This will help them see that they will be looking at the Main Problem Scenario from a specific point-of-view, in this case with a mathematical focus.

Make photocopies of the next page to introduce the “Math Angle” of this Problem-Scenario to your students





Are you ready to tackle the problem?

The Scenario:

You are the principal of a school and are thinking of playing background music in the classroom as students work. You are hoping to improve morale and student performance. Is this a good idea, and what are the issues involved?

In order to properly respond to a complicated problem like the one above, you must view it from different points-of-view. In this case, we will consider the following:

Something to think about:

Do statistics suggest that playing music improves grades?

Prior to giving your response, you will review multiple resources, engage in classroom discussion, and take time to organize your thoughts.

In this exercise, you will look at academic statistics to determine if the use of background music has been successful in trials.



*As you work on this exercise, remember that this is primarily a **mathematics question**. This means that numbers, statistics, and calculations will be needed to support your ideas!*

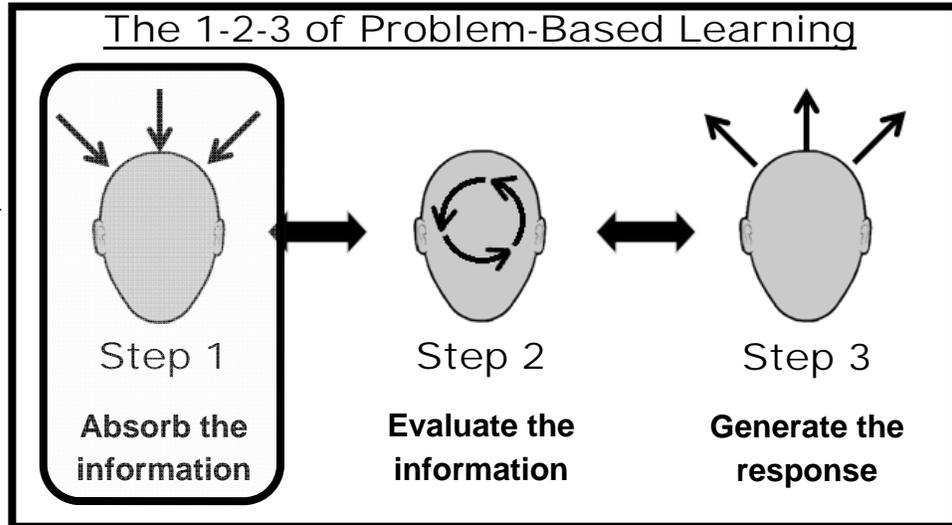
Stimulus Review

Teacher Instruction Sheet

Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

The Stimulus Review is Section 1 on your Teacher Instruction Sheet.

The 1-2-3 of Problem-Based Learning



The MATH ANGLE

It's a fancy term, but the "Stimulus Review" is simply the first step in Problem-Based Learning where students review a variety of information surrounding the specific problem or challenge.

In our Problem Scenario, all of the Stimulus Items have been provided for you. We have intentionally gathered a variety of different types and sources. This is important in today's modern world where information comes from all directions, and also sets the stage for Step 2 (Evaluating the Information).

A few examples of the types of Stimulus Items you might see in a Problem-Based Scenario include:

- **Articles**
- **Videos**
- **Infographics**
- **Blogs**
- **Statistics**
- **Lists**
- **Websites**
- **Editorials**
- **Audio Recordings**
- **Cartoons**
- **Primary Sources**
- **Advertisements**

...and much more!

For your convenience, we've placed all of the Stimulus Items for this Problem-Based Scenario on a special website where **both you and your students** can have full access to them. To access these resources, you will go to:

<http://www.pblproject.com/students>

Login: **music**

Password: **pw77**



The Stimulus Items you'll see for this section of the exercise include:

Stimulus Item #1

— Pre- and Post- test scores (data)

Stimulus Item #2

— “Examining Background Music” (statistics)

Stimulus Item #3

— “Music in the Classroom” (article)

A Few Notes:

There are a few things we'd like to highlight as your students get ready to dive into the Stimulus Items. First, these are actual sources that have been gathered for the topic at hand, even if they have been edited or adapted at times due to length, format, or readability. That means that they don't necessarily reflect our personal opinions, and we certainly don't want to take credit for the hard work of others (all source information will be provided). It does, however, provide a nice mix for your students.

Next, the Stimulus Items should give your students the background information they need to generate their responses to the Problem-Based Scenario. There is no need for you to seek out other resources or for students to do their own research.

With that said, it is always great if there is an opportunity for students to get on a computer or head to the library to find their own background information. Being able to conduct your own research is a vital skill to have, and it is referenced throughout Language Arts standards.

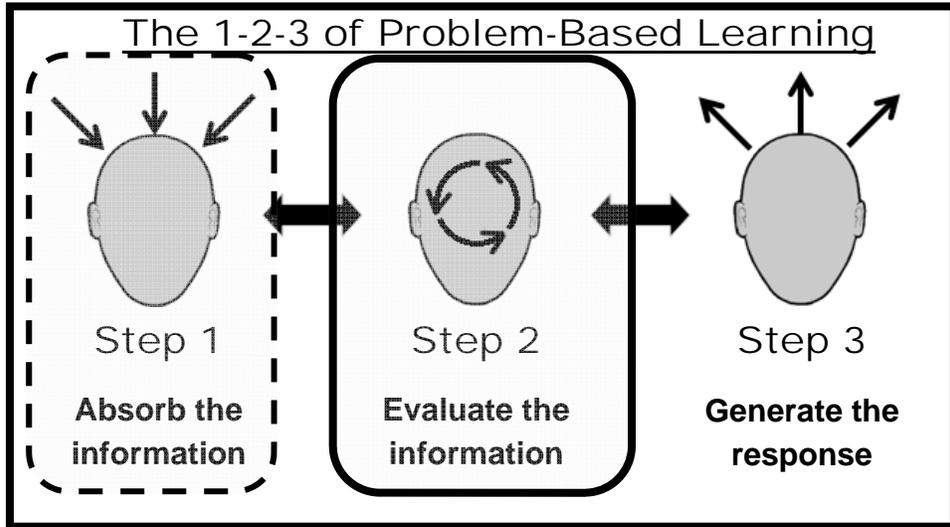
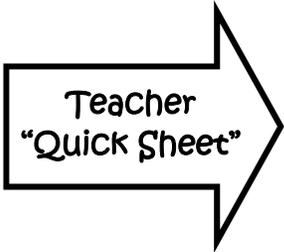
Again, this extra step is not necessary to successfully go through the exercise (we know you're already crunched for time!), but we figured it was worth mentioning!

Teacher Instruction Sheet

Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

Classroom Discussion

The Classroom Discussion is Section 2 on your Teacher Instruction Sheet.



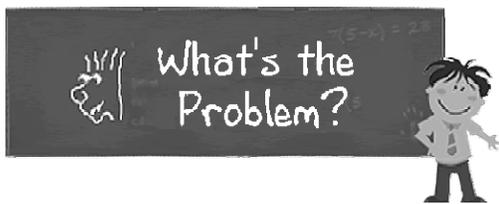
The MATH ANGLE

Now that your students have reviewed the Stimulus Items, it is a fitting time to have a **class discussion** about the Problem-Based Scenario (specifically, the “subject angle” that you’re working with).

At this stage, there will be a limited amount of new information brought to the table (Step 1), although you might want to introduce ideas not covered in the Stimulus, and perhaps students will share original thoughts and experiences. For the most part, though, the classroom discussion is where you want students to evaluate the information (Step 2) to which they’ve been exposed. It is now that they will begin to organize it all and decide how it will fit together in their response.

The key to a classroom discussion, of course, is keeping everything focused and moving it in the direction you want, and at the same time creating a free environment for students to share and build on ideas. This is certainly where teachers earn their pay! One way we’ve tried to help (a little bit, at least) is to provide you with the talking points that work well for this scenario. The bold questions are what you will ask your students, and each has bullet points that you can use to guide the discussion.





Leading Questions for Classroom Discussion **Background Music (math angle)**

It has been suggested that background music can improve concentration, thus improving grades. How can simple math be used to prove this?

- Consider how data (such as test scores or other performance marks) must be collected for both scenarios (with background music and without), so that the data sets can be compared to one another
- Consider that test results can be charted and graphed in a way that will mathematically show the differences in the two data sets
- Consider that some data is “quantitative” (such as test results) and easily measured, while other data may be “qualitative” (such as student morale) and harder to measure

What are the steps involved in taking “raw data” (such as a list of student grades) to a point where conclusions can be made (such as the factors that improve grades)?

- Consider that it is important to have enough data to compare, and it is not a good idea to base conclusions on one round of testing or a small group of students
- Consider that all factors (or “variables”) must be controlled (such as sample size, grading procedure, classroom environment, etc.) to accurately compare two data sets
- Consider that test results probably won’t match completely between any two groups (or even the same group in different rounds of testing)... therefore, differences should be fairly significant before making any decisive conclusions

When comparing raw data, what factors might cause the conclusions to be misleading as to whether or not background music improves student grades?

- Consider differences in the groups that provided the data, such as classroom environment, the way the tests were graded, or even the size of the group
- Consider that other factors may also be responsible for the results (such as whether students took the tests in the morning or afternoon), and these other factors must be limited to strengthen your confidence in the results
- Consider that qualitative results (such as student morale) are also important even though they are difficult to measure, and must be factored in before making decisions

Teacher Instruction Sheet

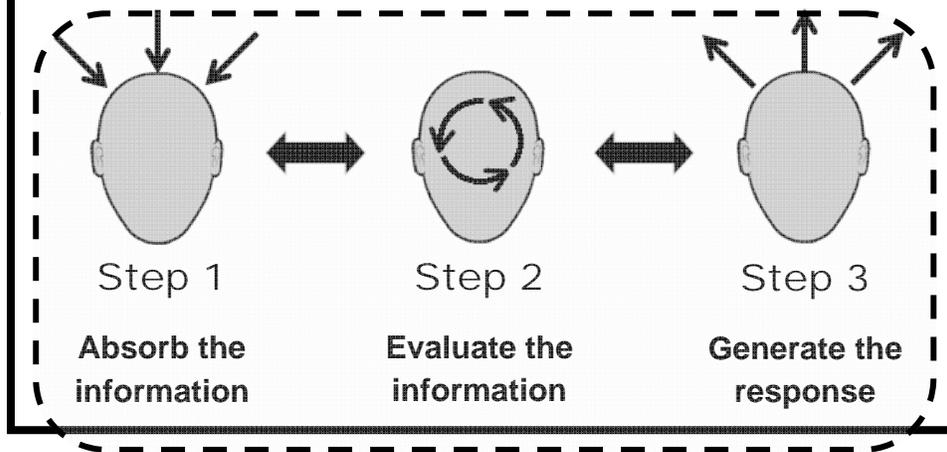
Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

"Thought-Gathering" Sheet

The "Thought-Gathering" Sheet is an interim step prior to the student responses.

Student Handout

The 1-2-3 of Problem-Based Learning



The MATH ANGLE

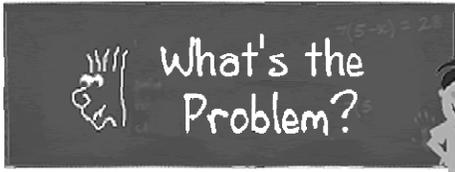
So, by this point, you've had students review Stimulus Items related to the Problem Scenario. That led to a stimulating (we hope) classroom discussion on the topic.

Often times, there is a feeling of "information overload" at this stage. Students have enough information to generate their constructed responses and/or fulfill their product options (we'll talk about these on the upcoming pages), but their thoughts may be all over the place. They may still have to pick their position, refine their arguments, focus their proposal, perfect their design... and so on.

That's where the "Thought-Gathering" Sheet comes in. This isn't to be confused with any "note-taking sheets" your students may have written while they were looking through the Stimulus Items or listening to the discussion. Rather, this is a final stage where they sort everything (including their own notes) to prepare for their response. It is a chance to tie together Step 1, Step 2, and Step 3 (shown above).

We have provided a "Thought-Gathering" sheet that works with this exercise and is a good chance for students to organize their ideas prior to creating their responses.





Background Music

“Thought-Gathering” Sheet



The data that you have reviewed supports the statement that:

Music improves grades based on the following evidence:	Music does <u>NOT</u> improve grades based on the following evidence:

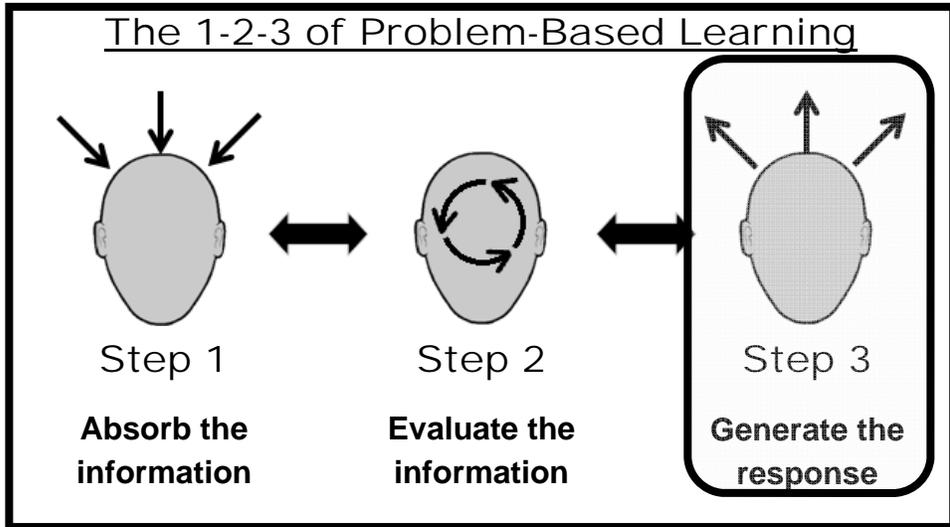
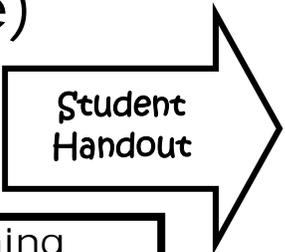
Aside from music, what factors contribute to a student’s performance on a test?

Teacher Instruction Sheet

Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

Student Responses (Extended Response)

The Student Responses are Section 3 on your Teacher Instruction Sheet.



The MATH ANGLE

On your Teacher Instruction sheet, you'll see that each scenario provides two types of response options for your students – Extended Responses and the Product Option. Let's look at the "Extended Responses" first.

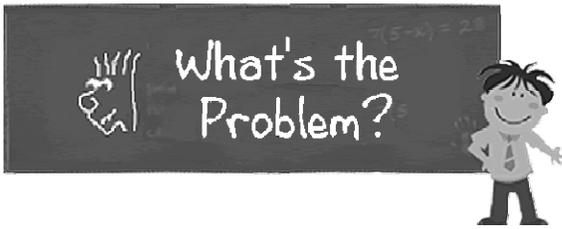
As you would expect, the Extended Responses are simply questions centering around the Problem-Based Scenario that the students answer through their writing.

Most likely, the Extended Responses are similar to what you might see during a Performance Task of a comprehensive assessment (where students are given a range of information to review, and then must give their conclusions based on the evidence). The "test prep" benefits alone make it worthwhile for students to complete the Extended Responses, but the broader benefit is their ability to take the information they've been exposed to and generate a logical response to a problem scenario.

The rubric and process for grading Extended Responses is on the following pages. Also, we will leave it up to you whether you want to allow students to use notes they have taken throughout (we think it's fine for them to do so), and also how strict you want to be with time limits (a half hour or so should be fine).

Here are the Extended Response questions for this scenario.





What do you think?

The questions below are centered around the Problem-Based Scenario you've been reviewing. Please answer the questions on separate sheets of paper.

- 1) Based on the statistics provided (Stimulus #1), does playing background music while students work improve grades? Support your conclusion with data.**

- 2) What are factors that might cause the data to be misleading as to whether or not background music improves student grades?**



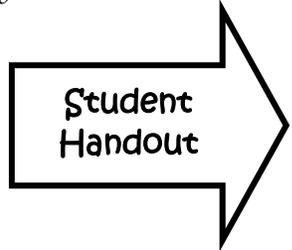
Remember to support your answers with evidence that you've gathered from what you've read and discussed in class!

Teacher Instruction Sheet

Grading Rubric (Extended Responses)

*The Grading Rubric is Section 3 on your
Teacher Instruction Sheet.*

Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis



The MATH ANGLE

One thing that your students must understand about these Problem-Based Scenarios is that the answer is never “yes” or “no”. Instead, students must think their way through the muddy waters of different situations and challenges, while you guide them along the journey.

Of course, the end result needs to be more than a pat on the back – and that’s why proper grading is so important. While students may feel that grades exist only to cause stress and fill the blank spaces on a report card, the broader reason is that when students are graded in a clear and fair way, it enables them to continually improve their approach and response.

The Extended Responses for this scenario can be graded using the rubric to the right. It is divided into four sections:

- 1) Math Content (*What do you want students to bring to the table based on previous lessons?*)
- 2) Writing Focus (*Was it clear what point the students were trying to make?*)
- 3) Use of Evidence (*Did the students back up their position with evidence, quotes, statistics, and facts?*)
- 4) Language & Conventions (*Did students limit mistakes and respond in a thorough and professional manner?*)

Here is a copy of the rubric for your students to review.



What's the Problem?



How do I get an A?

Listed below are the four different areas that will be evaluated as your responses are graded. Be sure to consider each area as you write.

Rubric Section #1: Math Content – you must show a high level of background knowledge and general understanding of the topic

**in other words: *What are you bringing to the table based on previous lessons?*

4	3	2	1	NS
You proved throughout your response to have a high level of background knowledge of the subject.	You showed a reasonable level of background knowledge through most of your response.	You showed a limited level of background knowledge, and only in certain parts of your response.	You showed barely any background knowledge of the subject throughout your response.	Your response was incoherent, off-topic, or unable to be read.

Rubric Section #2: Production & Distribution of Writing – you must organize and sustain your writing based on a defined purpose

**in other words: *Was it clear what point you were trying to make, and did you focus on that point?*

4	3	2	1	NS
Your response had a defined purpose, and it was organized with a clear focus on that purpose.	Your response had a defined purpose, although it lacked organization and a clear focus on that purpose.	The purpose of your response was a bit vague, and there was limited organization and focus.	There was no defined purpose or organization to your response.	Your response was incoherent, off-topic, or unable to be read.

Rubric Section #3: Integration of Knowledge and Ideas (use of “evidence”) – you must support your arguments and positions with outside information (i.e. “stimulus items”)

**in other words: *Did you back up your position with evidence, quotes, statistics, and facts?*

4	3	2	1	NS
You provided convincing support/evidence for your main idea and included appropriate sources, facts, & details.	You provided adequate support/evidence for your main idea and only limited sources, facts, & details.	You provided only modest support/evidence for your main idea and it was not strengthened by sources, facts, & details.	You provided almost no support/evidence for your main idea.	Your response was incoherent, off-topic, or unable to be read.

Rubric Section #4: Language & Conventions – you must use proper grammar, spelling, vocabulary, and other conventions of the English language

**in other words: *Did you limit mistakes and respond in a thorough and professional manner?*

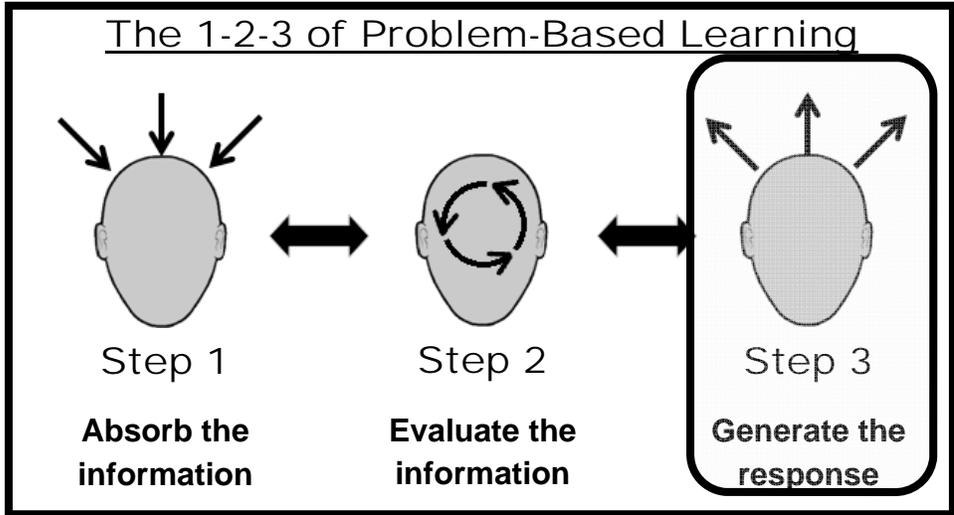
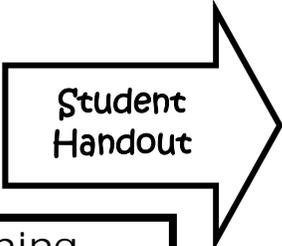
4	3	2	1	NS
Your response was professional and you demonstrated a command of language conventions.	Your response was mostly professional with limited errors related to language conventions.	Your response was rather sloppy with multiple errors related to language conventions.	Your response was completely sloppy and showed no effort to follow language conventions.	Your response was incoherent, off-topic, or unable to be read.

Teacher Instruction Sheet

Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

Student Responses ("Product Option")

The Student Responses are Section 3 on your Teacher Instruction Sheet.



It all leads up to this – *"The Product Option."* It is here that students will have the "thinking muscle" truly stretched and those 21st Century Skills (collaboration, communication, technology, and so on) will be finely tuned.

Let's start with a very simple definition:

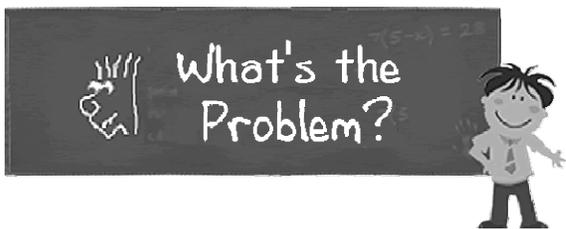
The Product Option – where students are asked to "produce" something

Yes, this is very broad, and could include any of the following (and so much more):

Bulletin Board	Advertisement	Chart	Role Play	Tips / Suggestions
Letter	Cartoon	Pop-up / Child Book	Commercial	Slogan / Motto
Comic Strip	Play	Collage	Riddles / Jokes	Marketing Plan
Movie Trailer	Poster / Artwork	Timeline	Graphic Organizer	Jingle
Demonstration	Political Cartoon	Prototype	Brochure	Campaign Platform
Diary Entry	Costume	Crossword Puzzle	Poem	Experiment
Editorial Essay	Newspaper Article	Database / Spreadsheet	Rap Song	Mosaic
Map	Diorama	Oral Report	Webpage	Argument
Lesson Plan	Display	Rebus Story	Instruction Manual	Proposal
Fiction Story	Mock Interview	Slide Show	Petition	Illustrated Story
Interview	Survey	Recipe / Instructions	Game	Radio show

The MATH ANGLE

After you divide your students into teams, photocopy the next page to outline the Product Option for this scenario.



The task at hand...

Working to produce something as a team can help you gain a better understanding of the problem-scenario. Please work together on the exercise below:

Your group is a team of **academic consultants** hired by the school to improve student performance and overall morale. One factor you are examining is whether playing background music as students work can improve results.

Using the pre- and post- test scores provided in Stimulus #1 (or, you can collect real data by doing the experiment outlined in the “Science Angle” of this exercise), you will make your recommendations. You must then **prepare a presentation** to convince the school board (i.e. your classmates) of your findings. You may display your data in graphs, charts, or whatever visual means will help stress your point.

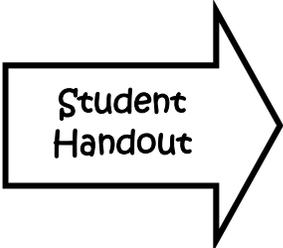
As you make your recommendations, you should also acknowledge how the numbers may be misleading or inconclusive (i.e. small sample size, different classes being tested, other variables, etc.).

Teacher Instruction Sheet

Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

Grading Rubric (Product Option)

The Grading Rubric is Section 3 on your Teacher Instruction Sheet.



We mention this time and time again through this book, and it's worth saying another time:

It's all about the process.

The purpose of these exercises is to allow students to think through problems and situations, and it's the teacher's role to guide them through the journey.

Without a doubt, your students will remind you that "it's all about the process" when they try to convince you to be gentle during the grading process. After all, they've been brought up to bubble in the correct circle with a #2 pencil, so to being asked to "produce" something from a variety of information can be tricky. But they'll do just fine.

As students work through the process, they will learn subject-specific skills and cover a few important standards. Yet they'll also be developing those 21st century skills and lifelong traits that we mention throughout this book (a few are listed below).

- | | | | |
|---------------------|-------------------------|-----------------------------|------------------------------|
| ◆ Critical Thinking | ◆ Collaboration | ◆ Entrepreneurialism | ◆ Patience / Perseverance |
| ◆ Researching | ◆ Leadership | ◆ Self-Direction | ◆ Listening |
| ◆ Creativity | ◆ Technological Ability | ◆ Internet / Media Literacy | ◆ Healthy Skepticism |
| ◆ Planning | ◆ Social Awareness | ◆ Data Analysis | ◆ Imagination |
| ◆ Communication | ◆ Scientific Literacy | ◆ Personal Expression | ◆ Flexibility / Adaptability |

It's difficult to put a hard grade on any of those, and it isn't the final goal. If you live by the mantra, "*It's all about the process,*" these skills will indeed be developed. With that said, you do want to provide worthwhile feedback to your students. We use a simple – but sound – rubric to help students "ace the **TEST**" (a clever acronym to help them remember the key steps). The rubric is provided to the right for your convenience.

Photocopy this scoring sheet for your students to review.



What's the Problem?



How do I get an A?

As you work in teams on this exercise, you will be evaluated to see if you ace the **TEST**:

Thoroughness

Evidence

Strategy

Teamwork



Thoroughness

_____ The group completed all of the required tasks (15 points)

_____ Everyone followed directions throughout the process (15 points)

Evidence

_____ The group's final product was logical and could be defended (15 points)

_____ A variety of evidence was provided to support the product (10 points)

Strategy

_____ The group kept its focus on the requirements of the product (15 points)

_____ The group used a sound approach in completing the exercise (10 points)

Teamwork

_____ Everyone in the group participated and played a key role (10 points)

_____ All members of the group worked well together (10 points)

Shown above are general areas that your teacher will be evaluating as he or she scores the products you create with your team. You may be provided more details about what it takes to receive the full value in any one of these areas.

Section 3:

“The Science Angle”

Teacher
Instruction
Sheet

The Main Problem Scenario:

You are principal at a school that is considering playing background music while students work. Is this a good idea, and what are the issues involved?

The “Science Angle”:

Can the benefits of playing background music be tested?

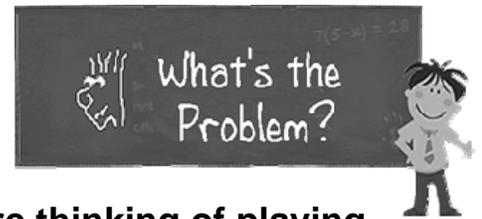
The SCIENCE ANGLE

Your **Teacher Instruction** page is shown to the right. A unique Teacher Instructions sheet is created for each “subject angle” of the Main Problem Scenario, and walks through the entire process of viewing the problem from that point-of-view. Everything that is referenced in the Teacher Instructions (student stimulus items, classroom discussion sheets, thought-gathering sheets, rubrics) will be provided as you work through the exercise.

Make a photocopy of the Teacher Instructions to walk you through the entire “science angle”

Teacher Instructions:

“Background Music”



Problem Scenario: You are the principal of a school and are thinking of playing background music in the classroom as students work. You are hoping to improve morale and student performance. Is this a good idea, and what are the issues involved?

Your students will be viewing this problem from a **SCIENCE** perspective.



Can the benefits of playing background music be tested?

Students will review scientific experiments that could be adjusted to test the benefits of music in the classroom, and then they will design their own experiment.

Step ①

Review
Stimulus
Items

Stimulus Item #1 — “Elements of a Science Experiment” (list)

Stimulus Item #2 — “A Musical Experiment” (science experiment)

Stimulus Item #3— “The Effect of Music on the Brain” (infographic)

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

- 1) **Why is it important to review the results of studies or experiments prior to deciding whether or not to play background music in a school while students work?**
- 2) **Describe an experiment that could be conducted to determine whether or not background music improves student grades. Be sure to identify the dependent and independent variables, as well as the controlled variables, in the experiment.**

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*

Product Option: Divide your students into groups, with each group becoming **volunteers for research**. They will be participating in an experiment to see if background music can improve test scores. In the experiment, each individual will have a designated time (3 minutes or so) to complete a worksheet of grade-level math problems. Record the scores (unanswered questions are marked as wrong). Next, have students repeat the exercise with a nearly identical exam, but this time play calm music in the background. Did scores improve? Compile class results to see if there's a pattern. Discuss the elements of the experiment, such as all variables, and what could have been done to strengthen the experiment. Discuss what other factors might have swayed the results and why this may be too small a sample size to make any true conclusions.

Step ④

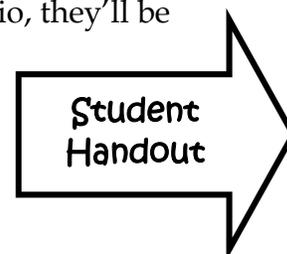
Analysis

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

Science Standards

As students work through this section of our Problem-Based Scenario, they'll be focusing on several science content areas. This includes:

- **Conducting a Science Experiment**
- **The Human Body (cognitive development)**



In addition – and perhaps more importantly – students will need to take on a scientific frame of mind (in academic circles, these are referred to as the “Science and Engineering Practices”), which is a key benefit of Problem-Based Learning. This means that students will need to:

- **Asking questions and defining problems.**
- **Constructing explanations and designing solutions.**
- **Engaging in argument from evidence.**
- **Obtaining, evaluating, and communicating information**

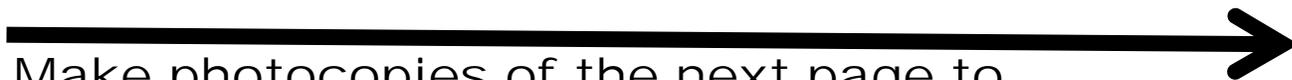
The SCIENCE ANGLE

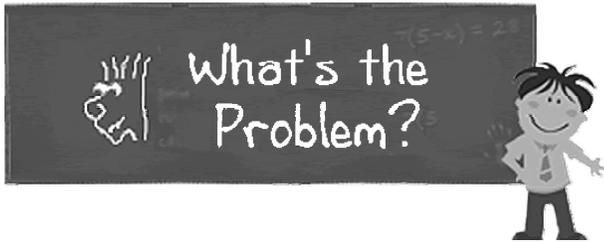
You may want to share the goals listed above with your students prior to beginning the exercise, but the best part is that they'll be developing these skills whether they realize it or not!

The most important thing to remember when introducing the Problem-Based Scenario is to grab student interest right away. It is a fun and challenging exercise, and you certainly want students to approach it that way.

To make this easy for you, we have created a handout to introduce the “science angle” to your students for this Problem-Based Scenario. This will help them see that they will be looking at the Main Problem Scenario from a specific point-of-view, in this case with a scientific focus.

Make photocopies of the next page to introduce the “Science Angle” of this Problem-Scenario to your students





Are you ready to tackle the problem?

The Scenario:

You are the principal of a school and are thinking of playing background music in the classroom as students work. You are hoping to improve morale and student performance. Is this a good idea, and what are the issues involved?

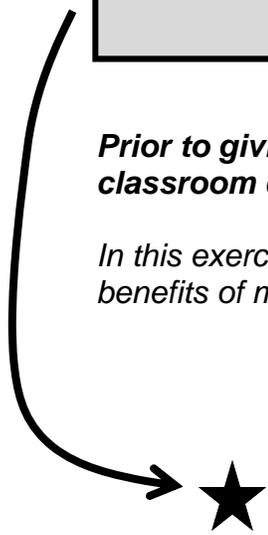
In order to properly respond to a complicated problem like the one above, you must view it from different points-of-view. In this case, we will consider the following:

Something to think about:

Can the benefits of playing background music be tested?

Prior to giving your response, you will review multiple resources, engage in classroom discussion, and take time to organize your thoughts.

In this exercise, you will review scientific experiments that could be adjusted to test the benefits of music in the classroom, and then they will design their own experiment.



★ *As you work on this exercise, remember that this is primarily a **science question**. This means that scientific facts will be needed to support your ideas, and you'll also want to maintain a healthy skepticism throughout the exercise!*

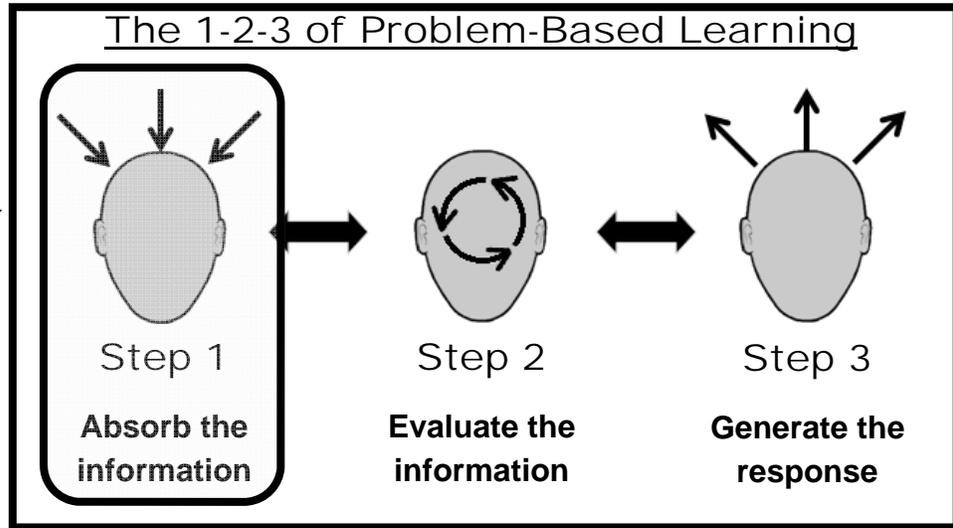
Stimulus Review

Teacher Instruction Sheet

Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

The Stimulus Review is Section 1 on your Teacher Instruction Sheet.

The SCIENCE ANGLE



It's a fancy term, but the "Stimulus Review" is simply the first step in Problem-Based Learning where students review a variety of information surrounding the specific problem or challenge.

In our Problem Scenario, all of the Stimulus Items have been provided for you. We have intentionally gathered a variety of different types and sources. This is important in today's modern world where information comes from all directions, and also sets the stage for Step 2 (Evaluating the Information).

A few examples of the types of Stimulus Items you might see in a Problem-Based Scenario include:

- **Articles**
- **Statistics**
- **Audio Recordings**
- **Videos**
- **Lists**
- **Cartoons**
- **Infographics**
- **Websites**
- **Primary Sources**
- **Blogs**
- **Editorials**
- **Advertisements**

...and much more!

For your convenience, we've placed all of the Stimulus Items for this Problem-Based Scenario on a special website where **both you and your students** can have full access to them. To access these resources, you will go to:

<http://www.pblproject.com/students>

Login: **music**
Password: **pw77**



The Stimulus Items you'll see for this section of the exercise include:

Stimulus Item #1

— **“Elements of a Science Experiment” (list)**

Stimulus Item #2

— **“A Musical Experiment” (science experiment)**

Stimulus Item #3

— **“The Effect of Music on the Brain” (infographic)**

A Few Notes:

There are a few things we'd like to highlight as your students get ready to dive into the Stimulus Items. First, these are actual sources that have been gathered for the topic at hand, even if they have been edited or adapted at times due to length, format, or readability. That means that they don't necessarily reflect our personal opinions, and we certainly don't want to take credit for the hard work of others (all source information will be provided). It does, however, provide a nice mix for your students.

Next, the Stimulus Items should give your students the background information they need to generate their responses to the Problem-Based Scenario. There is no need for you to seek out other resources or for students to do their own research.

With that said, it is always great if there is an opportunity for students to get on a computer or head to the library to find their own background information. Being able to conduct your own research is a vital skill to have, and it is referenced throughout Language Arts standards.

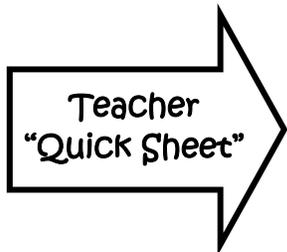
Again, this extra step is not necessary to successfully go through the exercise (we know you're already crunched for time!), but we figured it was worth mentioning!

Teacher Instruction Sheet

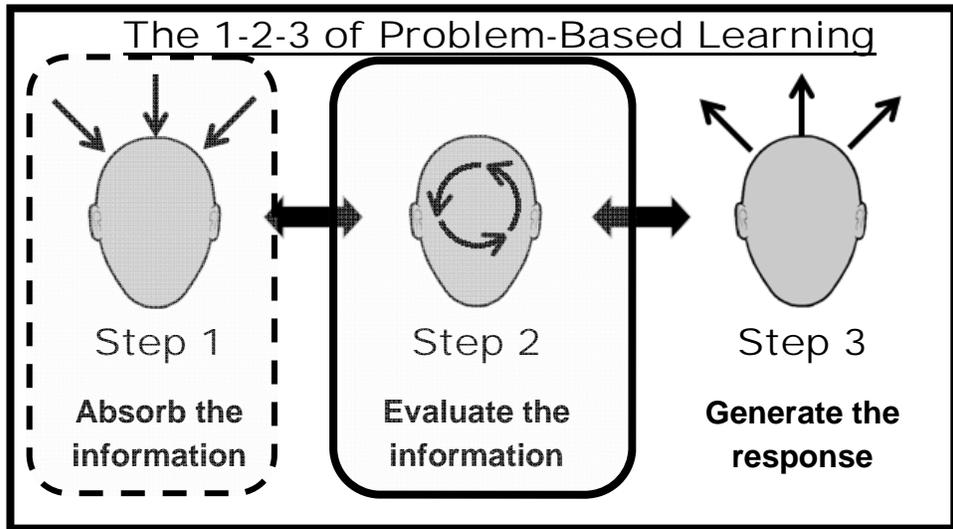
Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

Classroom Discussion

The Classroom Discussion is Section 2 on your Teacher Instruction Sheet.



The SCIENCE ANGLE

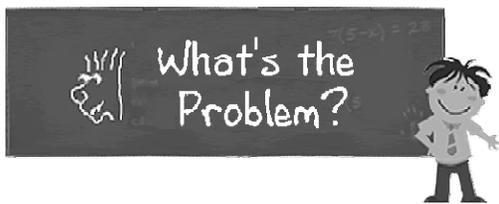


Now that your students have reviewed the Stimulus Items, it is a fitting time to have a **class discussion** about the Problem-Based Scenario (specifically, the “subject angle” that you’re working with).

At this stage, there will be a limited amount of new information brought to the table (Step 1), although you might want to introduce ideas not covered in the Stimulus, and perhaps students will share original thoughts and experiences. For the most part, though, the classroom discussion is where you want students to evaluate the information (Step 2) to which they’ve been exposed. It is now that they will begin to organize it all and decide how it will fit together in their response.

The key to a classroom discussion, of course, is keeping everything focused and moving it in the direction you want, and at the same time creating a free environment for students to share and build on ideas. This is certainly where teachers earn their pay! One way we’ve tried to help (a little bit, at least) is to provide you with the talking points that work well for this scenario. The bold questions are what you will ask your students, and each has bullet points that you can use to guide the discussion.





Leading Questions for Classroom Discussion **Background Music (science angle)**

What are the steps in an experiment that might determine whether or not background music improves student grades?

- Consider that the basic elements of an experiment—*asking a question, researching, generating a hypothesis, testing the hypothesis, analyzing results*—must be in place
- Consider that you must have large enough sample sizes and conduct the experiment multiple times to gain results that you can be confident with
- Consider that all variables must be equal (such as sample size, grading procedure, classroom environment, etc.) each time the experiment is conducted

How can an experiment about how plants react to music be helpful in designing an experiment to see whether background music improves grades?

- Consider that the basic elements of the experiment and the initial question (*“What is the impact of music on _____?”*) are similar and can be easily modeled
- Consider that analyzing the results of how plants respond to background music may help you generate a clear hypothesis that can be tested about how people respond to background music
- Consider that reviewing how the results are recorded and displayed in one experiment can be helpful when designing another experiment (especially if the data is similar in some ways)

When conducting an experiment about background music and grades, what will be the variables?

- Consider the “independent variable”, which is the background music (this is what will be changed to see if it generates different results)
- Consider the “dependent variable”, which is what changes based on the experiment... in this case the dependent variable will be student grades, which may change due to the presence of background music
- Consider the “controlled variables,” which should remain constant throughout the experiment... this should be anything that could possibly interfere with the results, such as grading procedure, testing environment, and even time of day when results are recorded

Teacher Instruction Sheet

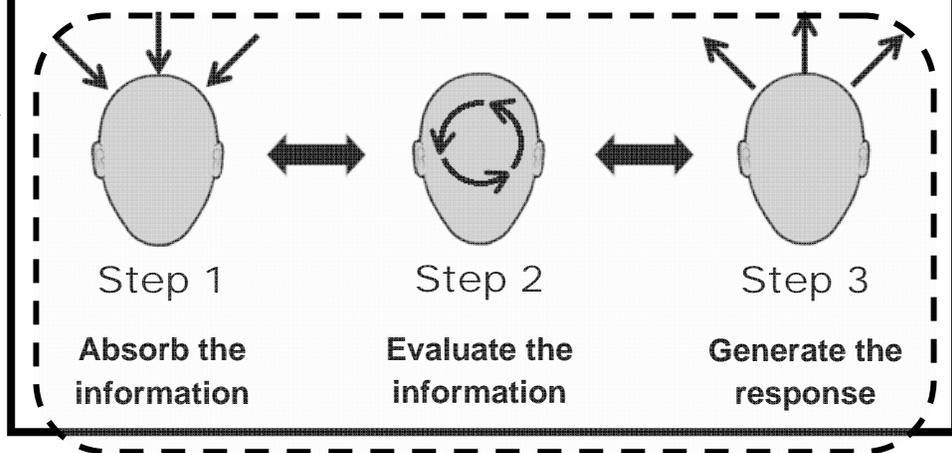
Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

"Thought-Gathering" Sheet

The "Thought-Gathering" Sheet is an interim step prior to the student responses.

Student Handout

The 1-2-3 of Problem-Based Learning



The SCIENCE ANGLE

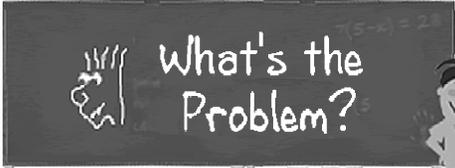
So, by this point, you've had students review Stimulus Items related to the Problem Scenario. That led to a stimulating (we hope) classroom discussion on the topic.

Often times, there is a feeling of "information overload" at this stage. Students have enough information to generate their constructed responses and/or fulfill their product options (we'll talk about these on the upcoming pages), but their thoughts may be all over the place. They may still have to pick their position, refine their arguments, focus their proposal, perfect their design... and so on.

That's where the "**Thought-Gathering**" Sheet comes in. This isn't to be confused with any "note-taking sheets" your students may have written while they were looking through the Stimulus Items or listening to the discussion. Rather, this is a final stage where they sort everything (including their own notes) to prepare for their response. It is a chance to tie together Step 1, Step 2, and Step 3 (shown above).

We have provided a "Thought-Gathering" sheet that works with this exercise and is a good chance for students to organize their ideas prior to creating their responses.





Background Music

"Thought-Gathering" Sheet



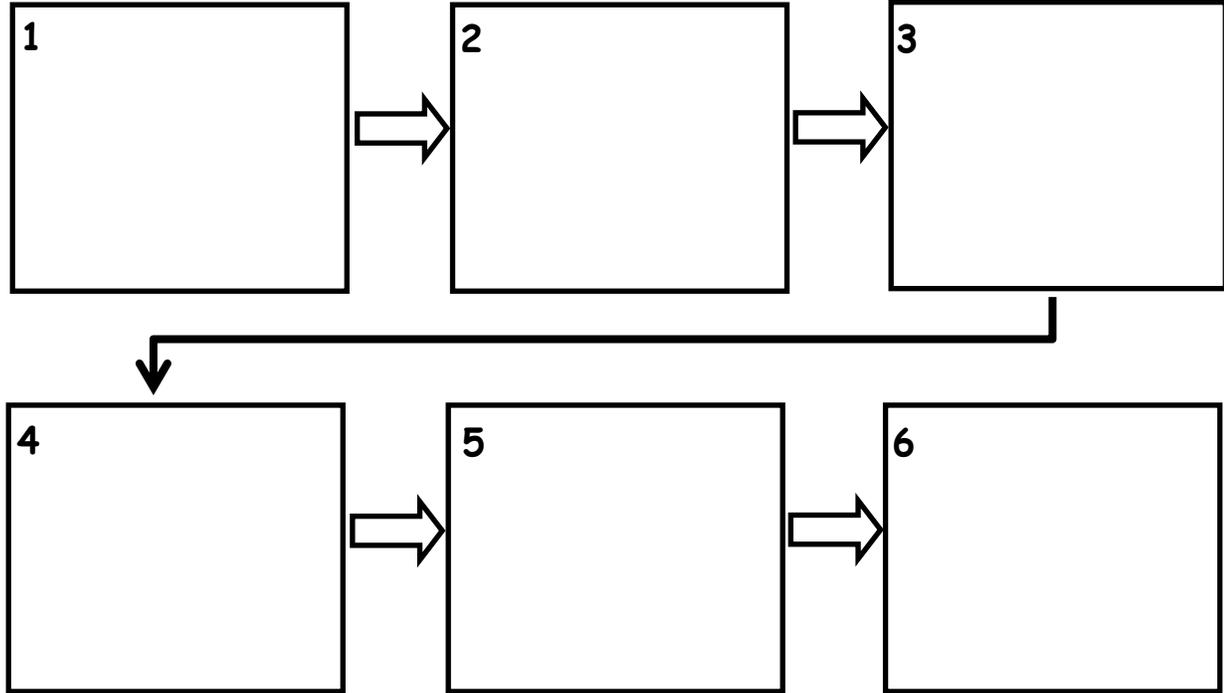
How does music have an impact on the human brain?

How would you set up an experiment to test how background music relates to student performance?

Your Question: _____

Variables: dependent (responding) manipulated (independent)

Your Procedure:



Teacher Instruction Sheet

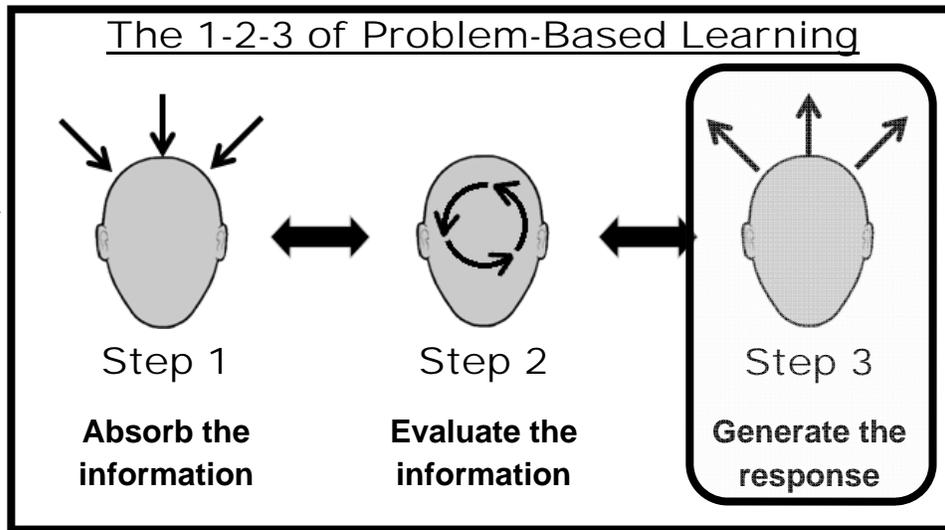
Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
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Student Responses (Extended Response)

The Student Responses are Section 3 on your Teacher Instruction Sheet.

Student Handout

The 1-2-3 of Problem-Based Learning



The SCIENCE ANGLE

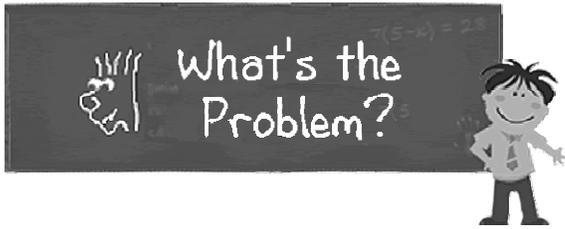
On your Teacher Instruction sheet, you'll see that each scenario provides two types of response options for your students—Extended Responses and the Product Option. Let's look at the "Extended Responses" first.

As you would expect, the Extended Responses are simply questions centering around the Problem-Based Scenario that the students answer through their writing.

Most likely, the Extended Responses are similar to what you might see during a Performance Task of a comprehensive assessment (where students are given a range of information to review, and then must give their conclusions based on the evidence). The "test prep" benefits alone make it worthwhile for students to complete the Extended Responses, but the broader benefit is their ability to take the information they've been exposed to and generate a logical response to a problem scenario.

The rubric and process for grading Extended Responses is on the following pages. Also, we will leave it up to you whether you want to allow students to use notes they have taken throughout (we think it's fine for them to do so), and also how strict you want to be with time limits (a half hour or so should be fine).

Here are the Extended Response questions for this scenario.



What do you think?

The questions below are centered around the Problem-Based Scenario you've been reviewing. Please answer the questions on separate sheets of paper.

- 1) Why is it important to review the results of studies or experiments prior to deciding whether or not to play background music in a school while students work?**
- 2) Describe an experiment that could be conducted to determine whether or not background music improves student grades. Be sure to identify the dependent and independent variables, as well as the controlled variables, in the experiment.**



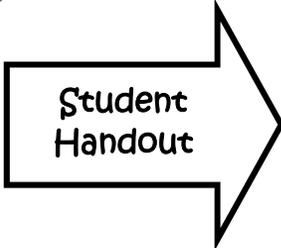
Remember to support your answers with evidence that you've gathered from what you've read and discussed in class!

Teacher Instruction Sheet

Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

Grading Rubric (Extended Responses)

The Grading Rubric is Section 3 on your Teacher Instruction Sheet.



Student Handout

The SCIENCE ANGLE

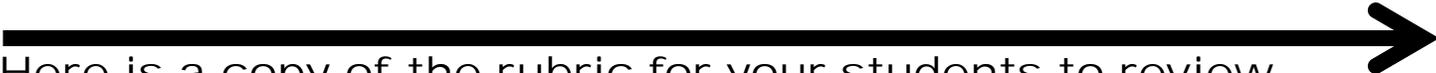
One thing that your students must understand about these Problem-Based Scenarios is that the answer is never “yes” or “no”. Instead, students must think their way through the muddy waters of different situations and challenges, while you guide them along the journey.

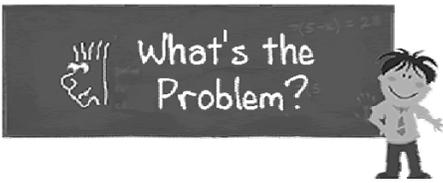
Of course, the end result needs to be more than a pat on the back – and that’s why proper grading is so important. While students may feel that grades exist only to cause stress and fill the blank spaces on a report card, the broader reason is that when students are graded in a clear and fair way, it enables them to continually improve their approach and response.

The Extended Responses for this scenario can be graded using the rubric to the right. It is divided into four sections:

- 1) Science Content (*What do you want students to bring to the table based on previous lessons?*)
- 2) Writing Focus (*Was it clear what point the students were trying to make?*)
- 3) Use of Evidence (*Did the students back up their position with evidence, quotes, statistics, and facts?*)
- 4) Language & Conventions (*Did students limit mistakes and respond in a thorough and professional manner?*)

Here is a copy of the rubric for your students to review.





How do I get an A?

Listed below are the four different areas that will be evaluated as your responses are graded. Be sure to consider each area as you write.

Rubric Section #1: Science Content – you must show a high level of background knowledge and general understanding of the topic

**in other words: *What are you bringing to the table based on previous lessons?*

4	3	2	1	NS
You proved throughout your response to have a high level of background knowledge of the subject.	You showed a reasonable level of background knowledge through most of your response.	You showed a limited level of background knowledge, and only in certain parts of your response.	You showed barely any background knowledge of the subject throughout your response.	Your response was incoherent, off-topic, or unable to be read.

Rubric Section #2: Production & Distribution of Writing – you must organize and sustain your writing based on a defined purpose

**in other words: *Was it clear what point you were trying to make, and did you focus on that point?*

4	3	2	1	NS
Your response had a defined purpose, and it was organized with a clear focus on that purpose.	Your response had a defined purpose, although it lacked organization and a clear focus on that purpose.	The purpose of your response was a bit vague, and there was limited organization and focus.	There was no defined purpose or organization to your response.	Your response was incoherent, off-topic, or unable to be read.

Rubric Section #3: Integration of Knowledge and Ideas (use of “evidence”) – you must support your arguments and positions with outside information (i.e. “stimulus items”)

**in other words: *Did you back up your position with evidence, quotes, statistics, and facts?*

4	3	2	1	NS
You provided convincing support/evidence for your main idea and included appropriate sources, facts, & details.	You provided adequate support/evidence for your main idea and only limited sources, facts, & details.	You provided only modest support/evidence for your main idea and it was not strengthened by sources, facts, & details.	You provided almost no support/evidence for your main idea.	Your response was incoherent, off-topic, or unable to be read.

Rubric Section #4: Language & Conventions – you must use proper grammar, spelling, vocabulary, and other conventions of the English language

**in other words: *Did you limit mistakes and respond in a thorough and professional manner?*

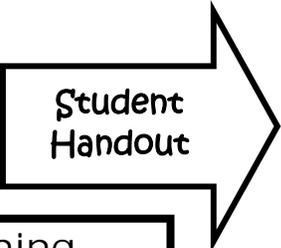
4	3	2	1	NS
Your response was professional and you demonstrated a command of language conventions.	Your response was mostly professional with limited errors related to language conventions.	Your response was rather sloppy with multiple errors related to language conventions.	Your response was completely sloppy and showed no effort to follow language conventions.	Your response was incoherent, off-topic, or unable to be read.

Teacher Instruction Sheet

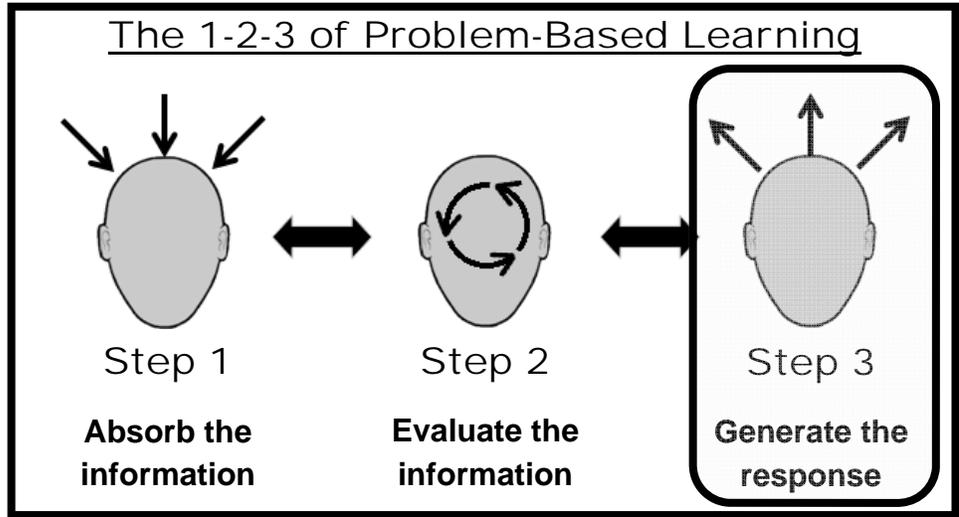
Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

Student Responses ("Product Option")

The Student Responses are Section 3 on your Teacher Instruction Sheet.



The SCIENCE ANGLE



It all leads up to this – *"The Product Option."* It is here that students will have the "thinking muscle" truly stretched and those 21st Century Skills (collaboration, communication, technology, and so on) will be finely tuned.

Let's start with a very simple definition:

The Product Option – where students are asked to "produce" something

Yes, this is very broad, and could include any of the following (and so much more):

Bulletin Board	Advertisement	Chart	Role Play	Tips / Suggestions
Letter	Cartoon	Pop-up / Child Book	Commercial	Slogan / Motto
Comic Strip	Play	Collage	Riddles / Jokes	Marketing Plan
Movie Trailer	Poster / Artwork	Timeline	Graphic Organizer	Jingle
Demonstration	Political Cartoon	Prototype	Brochure	Campaign Platform
Diary Entry	Costume	Crossword Puzzle	Poem	Experiment
Editorial Essay	Newspaper Article	Database / Spreadsheet	Rap Song	Mosaic
Map	Diorama	Oral Report	Webpage	Argument
Lesson Plan	Display	Rebus Story	Instruction Manual	Proposal
Fiction Story	Mock Interview	Slide Show	Petition	Illustrated Story
Interview	Survey	Recipe / Instructions	Game	Radio show

After you divide your students into teams, photocopy the next page to outline the Product Option for this scenario.



What's the
Problem?



The task at hand...

Working to produce something as a team can help you gain a better understanding of the problem-scenario. Please work together on the exercise below:

Your class has decided to become **volunteers for research**. You will be **participating in an experiment** to see if background music can improve test scores.

In the experiment, each individual will have a designated time (3 minutes or so) to complete a worksheet of grade-level math problems. Record the scores (unanswered questions are marked as wrong). Next, repeat the exercise with a nearly identical exam, but this time play calm music in the background.

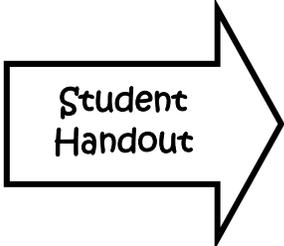
Compile class results to see if there's a pattern. Did scores improve? Discuss the elements of the experiment with your group. For example, what were the variables, and what could have been done to strengthen the experiment? What other factors might have swayed the results (i.e. differences among the participants, testing conditions, difficulty of math problems, etc.). Was this too small of a sample size to make any true conclusions?

Teacher Instruction Sheet

Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

Grading Rubric (Product Option)

The Grading Rubric is Section 3 on your Teacher Instruction Sheet.



We mention this time and time again through this book, and it's worth saying another time:

It's all about the process.

The purpose of these exercises is to allow students to think through problems and situations, and it's the teacher's role to guide them through the journey.

Without a doubt, your students will remind you that "it's all about the process" when they try to convince you to be gentle during the grading process. After all, they've been brought up to bubble in the correct circle with a #2 pencil, so to being asked to "produce" something from a variety of information can be tricky. But they'll do just fine.

As students work through the process, they will learn subject-specific skills and cover a few important standards. Yet they'll also be developing those 21st century skills and lifelong traits that we mention throughout this book (a few are listed below).

- ◆ Critical Thinking ◆ Collaboration ◆ Entrepreneurialism ◆ Patience / Perseverance
- ◆ Researching ◆ Leadership ◆ Self-Direction ◆ Listening
- ◆ Creativity ◆ Technological Ability ◆ Internet / Media Literacy ◆ Healthy Skepticism
- ◆ Planning ◆ Social Awareness ◆ Data Analysis ◆ Imagination
- ◆ Communication ◆ Scientific Literacy ◆ Personal Expression ◆ Flexibility / Adaptability

It's difficult to put a hard grade on any of those, and it isn't the final goal. If you live by the mantra, "*It's all about the process,*" these skills will indeed be developed. With that said, you do want to provide worthwhile feedback to your students. We use a simple – but sound – rubric to help students "ace the **TEST**" (a clever acronym to help them remember the key steps). The rubric is provided to the right for your convenience.

The SCIENCE ANGLE

Photocopy this scoring sheet for your students to review.





How do I get an A?

As you work in teams on this exercise, you will be evaluated to see if you ace the **TEST**:

Thoroughness
Evidence
Strategy
Teamwork



Thoroughness

_____ The group completed all of the required tasks (15 points)

_____ Everyone followed directions throughout the process (15 points)

Evidence

_____ The group's final product was logical and could be defended (15 points)

_____ A variety of evidence was provided to support the product (10 points)

Strategy

_____ The group kept its focus on the requirements of the product (15 points)

_____ The group used a sound approach in completing the exercise (10 points)

Teamwork

_____ Everyone in the group participated and played a key role (10 points)

_____ All members of the group worked well together (10 points)

Shown above are general areas that your teacher will be evaluating as he or she scores the products you create with your team. You may be provided more details about what it takes to receive the full value in any one of these areas.

Section 4:

"The Social Studies Angle"

Teacher
Instruction
Sheet

The Main Problem Scenario:

You are principal at a school that is considering playing background music while students work. Is this a good idea, and what are the issues involved?

The "Social Studies Angle":

In what ways does music influence and inspire people?

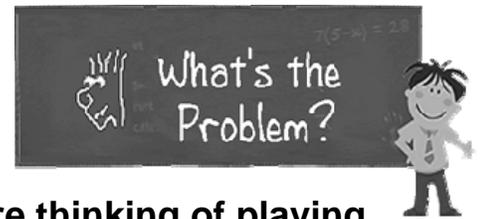
The SOCIAL STUDIES ANGLE

Your **Teacher Instruction** page is shown to the right. A unique Teacher Instructions sheet is created for each "subject angle" of the Main Problem Scenario, and walks through the entire process of viewing the problem from that point-of-view. Everything that is referenced in the Teacher Instructions (student stimulus items, classroom discussion sheets, thought-gathering sheets, rubrics) will be provided as you work through the exercise.

Make a photocopy of the Teacher Instructions to walk you through the entire "SS angle"

Teacher Instructions:

“Background Music”



Problem Scenario: You are the principal of a school and are thinking of playing background music in the classroom as students work. You are hoping to improve morale and student performance. Is this a good idea, and what are the issues involved?

Your students will be viewing this problem from a **SOCIAL STUDIES** perspective.



In what ways does music influence and inspire people?

Students will review the role of music in society, and decide if music can be used to increase morale and student engagement.

Step ①

Review
Stimulus
Items

Stimulus Item #1 — “Power of Music” (video)

Stimulus Item #2 — “National Anthems” (essay)

Stimulus Item #3 — “A Quick Thought on Music” (editorial)

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

- 1) It is difficult to quantify the power of music. Try to answer the question, “*Why is music important?*” Give examples in society and throughout history to strengthen your answer.
- 2) Does the role of music in our society and throughout history suggest that it could be used to help student morale and performance at your school? Why?

Step ③

Student
Response

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

Product Option: Divide your students into small groups who will act as a **team of music teachers** trying to increase music appreciation through the school. To help accomplish this task, each team will **create a brochure** called, “*The Power of Music*,” to be distributed to all students. The purpose of the brochure is to convince students that music is more than just a source of entertainment. To do this, the groups will want to look at music in our society and throughout history, such as how it is used in social, political, religious, and cultural events and traditions (it’s been used to motivate people, unite them, and even record history or tell a story). Discuss how studying music of a certain time period (even today) might help you understand the people and events of that time. Does this influence of music suggest that it might be used to help improve student morale and performance?

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

Step ④

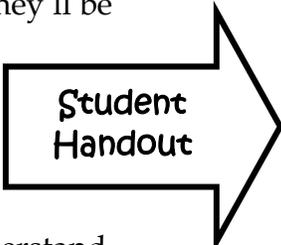
Analysis

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

Social Studies Standards

As students work through this section of our Problem-Based Scenario, they'll be focusing on several social studies content areas. This includes:

- **History (the role of music throughout history)**



Student
Handout

In addition – and perhaps more importantly – students will need to understand basic principles of social studies, which is a key benefit of Problem-Based Learning. This means that in addition to the basic disciplinary standards, students will become familiar with the broader themes of social studies. For example:

- **Culture and Cultural Diversity ***
- **Time, Continuity, and Change ***
- **People, Places, and Environments**
- **Individual Development and Identity ***
- **Individuals, Groups, and Institutions ***
- **Power, Authority, and Governance ***
- **Production, Distribution, and Consumption**
- **Science, Technology, and Society**
- **Global Connections ***
- **Civic Ideals and Practices**

**an asterisk has been placed beside each theme that is a major part of this PBL exercise*

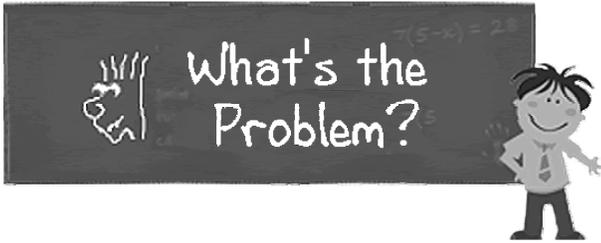
You may want to share the themes listed above with your students prior to beginning the exercise, but the best part is that they'll be developing this broader understanding whether they realize it or not!

The most important thing to remember when introducing the Problem-Based Scenario is to grab student interest right away. It is a fun and challenging exercise, and you certainly want students to approach it that way.

To make this easy for you, we have created a handout to introduce the “social studies angle” to your students for this Problem-Based Scenario. This will help them see that they will be looking at the Main Problem Scenario from a specific point-of-view, in this case with a focus on society and historical trends.



Make photocopies of the next page to introduce the “Social Studies Angle” of this Problem-Scenario to your students



Are you ready to tackle the problem?

The Scenario:

You are the principal of a school and are thinking of playing background music in the classroom as students work. You are hoping to improve morale and student performance. Is this a good idea, and what are the issues involved?

In order to properly respond to a complicated problem like the one above, you must view it from different points-of-view. For example, we will consider the following:

Something to think about:

In what ways does music influence and inspire people?

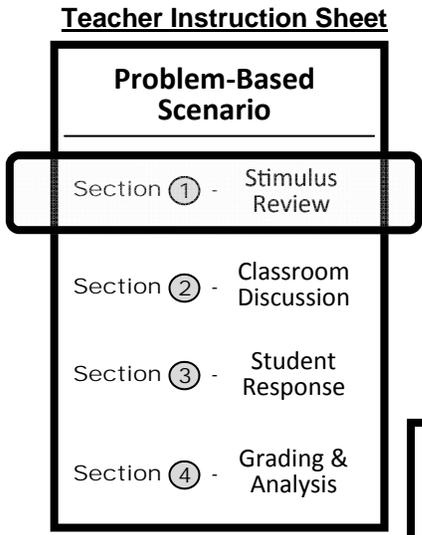
Prior to giving your response, you will review multiple resources, engage in classroom discussion, and take time to organize your thoughts.

In this exercise, you will review the role of music in society, and decide if music can be used to increase morale and student engagement.

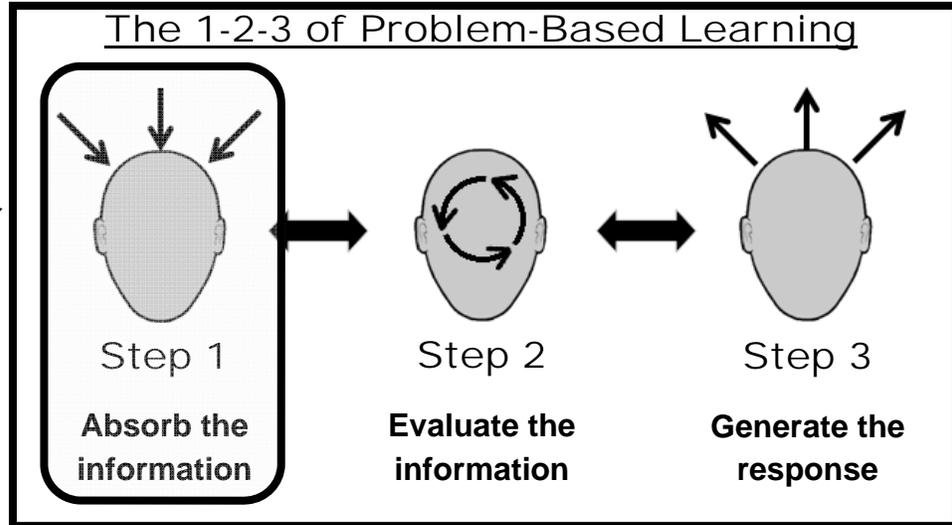


*As you work on this exercise, remember that this is primarily a **social studies question**. This means that you must consider historical and current trends in our society, along with other political and economic factors, when providing your response.*

Stimulus Review



The Stimulus Review is Section 1 on your Teacher Instruction Sheet.



The SOCIAL STUDIES ANGLE

It's a fancy term, but the "Stimulus Review" is simply the first step in Problem-Based Learning where students review a variety of information surrounding the specific problem or challenge.

In our Problem Scenario, all of the Stimulus Items have been provided for you. We have intentionally gathered a variety of different types and sources. This is important in today's modern world where information comes from all directions, and also sets the stage for Step 2 (Evaluating the Information).

A few examples of the types of Stimulus Items you might see in a Problem-Based Scenario include:

- **Articles**
- **Videos**
- **Infographics**
- **Blogs**
- **Statistics**
- **Lists**
- **Websites**
- **Editorials**
- **Audio Recordings**
- **Cartoons**
- **Primary Sources**
- **Advertisements**

...and much more!

For your convenience, we've placed all of the Stimulus Items for this Problem-Based Scenario on a special website where **both you and your students** can have full access to them. To access these resources, you will go to:

<http://www.pblproject.com/students>

Login: **music**

Password: **pw77**



The Stimulus Items you'll see for this section of the exercise include:

Stimulus Item #1

— **“Power of Music” (video)**

Stimulus Item #2

— **“National Anthems” (essay)**

Stimulus Item #3

— **“A Quick Thought on Music” (editorial)**

A Few Notes:

There are a few things we'd like to highlight as your students get ready to dive into the Stimulus Items. First, these are actual sources that have been gathered for the topic at hand, even if they have been edited or adapted at times due to length, format, or readability. That means that they don't necessarily reflect our personal opinions, and we certainly don't want to take credit for the hard work of others (all source information will be provided). It does, however, provide a nice mix for your students.

Next, the Stimulus Items should give your students the background information they need to generate their responses to the Problem-Based Scenario. There is no need for you to seek out other resources or for students to do their own research.

With that said, it is always great if there is an opportunity for students to get on a computer or head to the library to find their own background information. Being able to conduct your own research is a vital skill to have, and it is referenced throughout Language Arts standards.

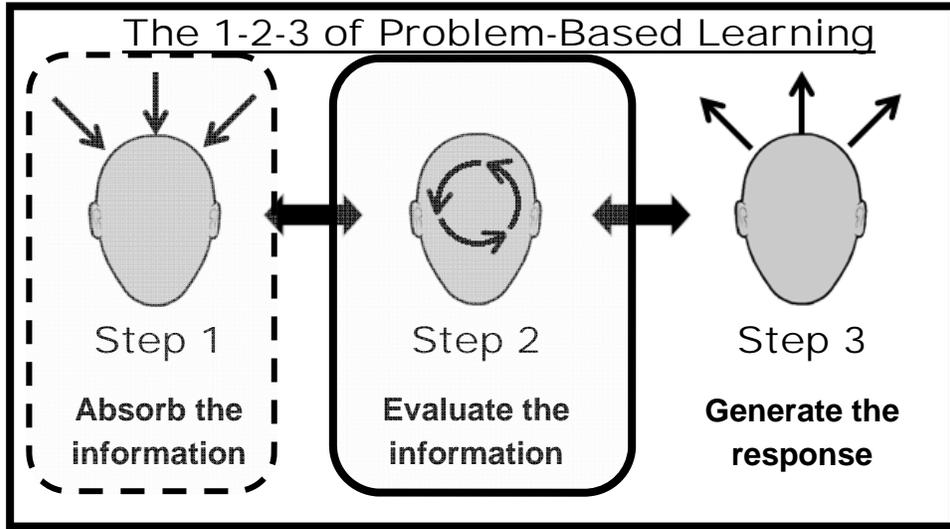
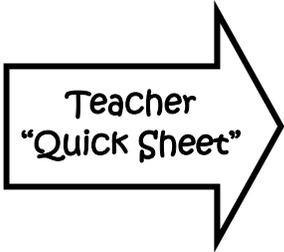
Again, this extra step is not necessary to successfully go through the exercise (we know you're already crunched for time!), but we figured it was worth mentioning!

Teacher Instruction Sheet

Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

Classroom Discussion

The Classroom Discussion is Section 2 on your Teacher Instruction Sheet.



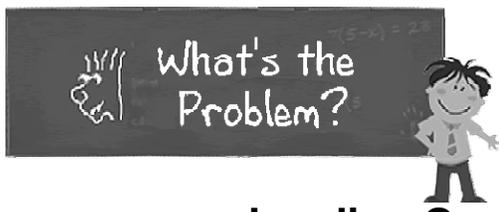
The SOCIAL STUDIES ANGLE

Now that your students have reviewed the Stimulus Items, it is a fitting time to have a **class discussion** about the Problem-Based Scenario (specifically, the “subject angle” that you’re working with).

At this stage, there will be a limited amount of new information brought to the table (Step 1), although you might want to introduce ideas not covered in the Stimulus, and perhaps students will share original thoughts and experiences. For the most part, though, the classroom discussion is where you want students to evaluate the information (Step 2) to which they’ve been exposed. It is now that they will begin to organize it all and decide how it will fit together in their response.

The key to a classroom discussion, of course, is keeping everything focused and moving it in the direction you want, and at the same time creating a free environment for students to share and build on ideas. This is certainly where teachers earn their pay! One way we’ve tried to help (a little bit, at least) is to provide you with the talking points that work well for this scenario. The bold questions are what you will ask your students, and each has bullet points that you can use to guide the discussion.





Leading Questions for Classroom Discussion **Background Music (social studies angle)**

What role has music played throughout history? How has it been more than just simple “entertainment”?

- Consider how and why music is often a huge part of our social, political, religious, and cultural events and traditions
- Consider how music has been used to motivate people (whether it's a wartime battle or a sporting event), unite them (such as a national anthem), and even record history
- Consider how styles of music and specific songs have been passed through generations over several centuries, and why people feel it is so important that the music isn't forgotten

How does music influence individuals?

- Consider how music makes you feel, and how there seems to be a different song or style for every occasion and emotion
- Consider how music can motivate you, and how it is often listened to prior to sporting events or to get someone in the right state of mind before an important event... it can also fill people with pride and unite them (such as a school “fight song”)
- Consider how music is often played in movies and during commercials with the intent to stir some emotion in people and even drive them to take action

Does the role of music throughout history say anything about whether or not it can be used to help student performance?

- Consider that music has played a key role in societies throughout history, so it would only make sense that it influences our behavior in some way
- Consider that people have an emotional reaction to different music, so perhaps that influence can be used for good (i.e. to improve student performance)
- Consider that music seems to stir an emotional response from people, which may actually be a distraction for students and shift concentration away from where it needs to be

Teacher Instruction Sheet

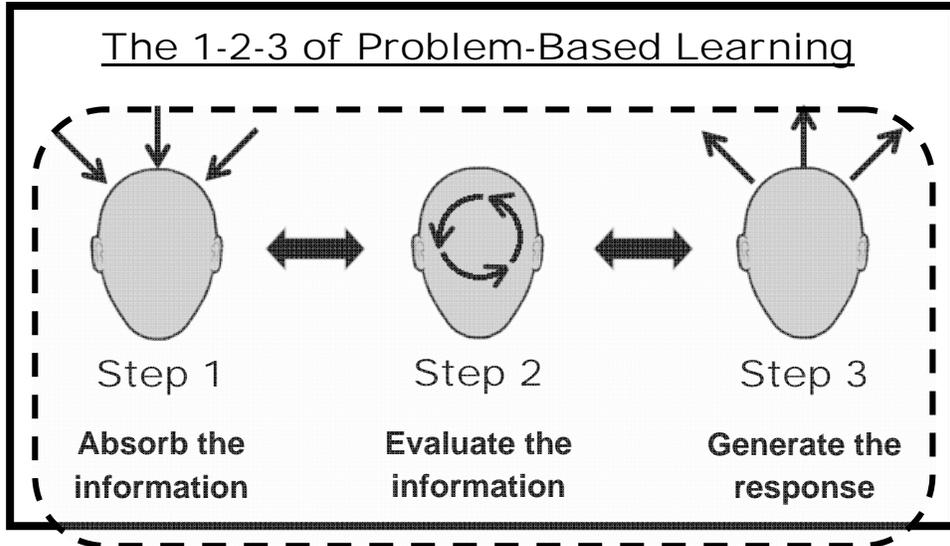
Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

"Thought-Gathering" Sheet

The "Thought-Gathering" Sheet is an interim step prior to the student responses.

Student Handout

The 1-2-3 of Problem-Based Learning



The SOCIAL STUDIES ANGLE

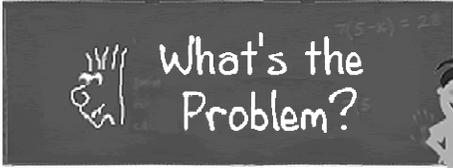
So, by this point, you've had students review Stimulus Items related to the Problem Scenario. That led to a stimulating (we hope) classroom discussion on the topic.

Often times, there is a feeling of "information overload" at this stage. Students have enough information to generate their constructed responses and/or fulfill their product options (we'll talk about these on the upcoming pages), but their thoughts may be all over the place. They may still have to pick their position, refine their arguments, focus their proposal, perfect their design... and so on.

That's where the "**Thought-Gathering**" Sheet comes in. This isn't to be confused with any "note-taking sheets" your students may have written while they were looking through the Stimulus Items or listening to the discussion. Rather, this is a final stage where they sort everything (including their own notes) to prepare for their response. It is a chance to tie together Step 1, Step 2, and Step 3 (shown above).

We have provided a "Thought-Gathering" sheet that works with this exercise and is a good chance for students to organize their ideas prior to creating their responses.





Background Music

"Thought-Gathering" Sheet



Why Is Music Important?

(List roles that music serves in our society, and why those roles are important)

A Role Music Serves...	→ Why This Role Is Important...

Why is music important to you and your school?

A large, empty rounded rectangular box for writing an answer to the question above.

Teacher Instruction Sheet

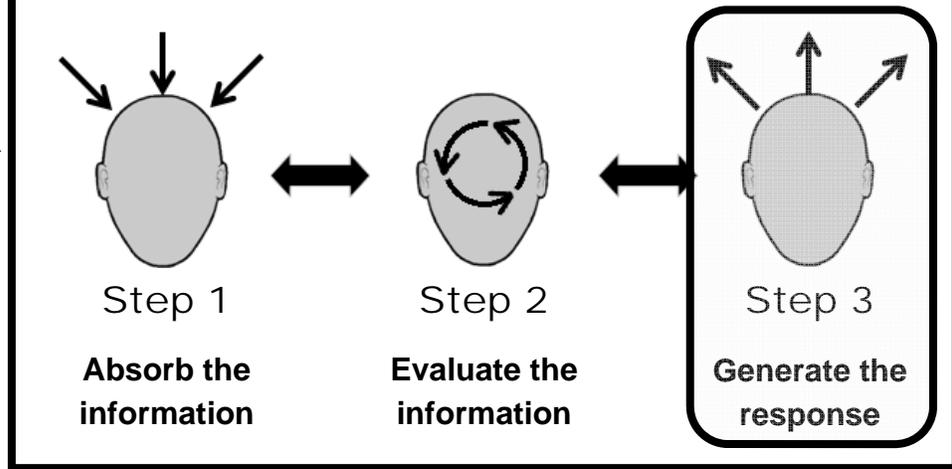
Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

Student Responses (Extended Response)

The Student Responses are Section 3 on your Teacher Instruction Sheet.

Student Handout

The 1-2-3 of Problem-Based Learning



The SOCIAL STUDIES ANGLE

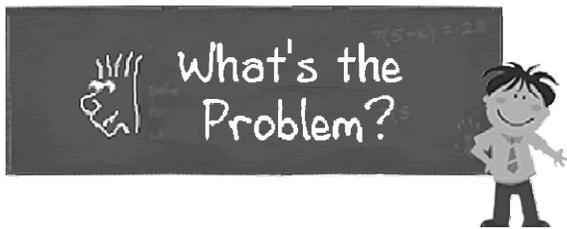
On your Teacher Instruction sheet, you'll see that each scenario provides two types of response options for your students – Extended Responses and the Product Option. Let's look at the "Extended Responses" first.

As you would expect, the Extended Responses are simply questions centering around the Problem-Based Scenario that the students answer through their writing.

Most likely, the Extended Responses are similar to what you might see during a Performance Task of a comprehensive assessment (where students are given a range of information to review, and then must give their conclusions based on the evidence). The "test prep" benefits alone make it worthwhile for students to complete the Extended Responses, but the broader benefit is their ability to take the information they've been exposed to and generate a logical response to a problem scenario.

The rubric and process for grading Extended Responses is on the following pages. Also, we will leave it up to you whether you want to allow students to use notes they have taken throughout (we think it's fine for them to do so), and also how strict you want to be with time limits (a half hour or so should be fine).

Here are the Extended Response questions for this scenario.



What do you think?

The questions below are centered around the Problem-Based Scenario you've been reviewing. Please answer the questions on separate sheets of paper.

- 1) It is difficult to quantify the power of music. Try to answer the question, “*Why is music important?*” Give examples in society and throughout history to strengthen your answer.**

- 2) Does the role of music in our society and throughout history suggest that it could be used to help student morale and performance at your school? Why or why not?**



Remember to support your answers with evidence that you've gathered from what you've read and discussed in class!

Teacher Instruction Sheet

Grading Rubric (Extended Responses)

*The Grading Rubric is Section 3 on your
Teacher Instruction Sheet.*

Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

Student
Handout

The SOCIAL STUDIES ANGLE

One thing that your students must understand about these Problem-Based Scenarios is that the answer is never “yes” or “no”. Instead, students must think their way through the muddy waters of different situations and challenges, while you guide them along the journey.

Of course, the end result needs to be more than a pat on the back – and that’s why proper grading is so important. While students may feel that grades exist only to cause stress and fill the blank spaces on a report card, the broader reason is that when students are graded in a clear and fair way, it enables them to continually improve their approach and response.

The Extended Responses for this scenario can be graded using the rubric to the right. It is divided into four sections:

- 1) Social Studies Content (*What do you want students to bring to the table based on previous lessons?*)
- 2) Writing Focus (*Was it clear what point the students were trying to make?*)
- 3) Use of Evidence (*Did the students back up their position with evidence, quotes, statistics, and facts?*)
- 4) Language & Conventions (*Did students limit mistakes and respond in a thorough and professional manner?*)

Here is a copy of the rubric for your students to review.



What's the Problem?



How do I get an A?

Listed below are the four different areas that will be evaluated as your responses are graded. Be sure to consider each area as you write.

Rubric Section #1: Social Studies Content – you must show a high level of background knowledge and general understanding of the topic

**in other words: *What are you bringing to the table based on previous lessons?*

4	3	2	1	NS
You proved throughout your response to have a high level of background knowledge of the subject.	You showed a reasonable level of background knowledge through most of your response.	You showed a limited level of background knowledge, and only in certain parts of your response.	You showed barely any background knowledge of the subject throughout your response.	Your response was incoherent, off-topic, or unable to be read.

Rubric Section #2: Production & Distribution of Writing – you must organize and sustain your writing based on a defined purpose

**in other words: *Was it clear what point you were trying to make, and did you focus on that point?*

4	3	2	1	NS
Your response had a defined purpose, and it was organized with a clear focus on that purpose.	Your response had a defined purpose, although it lacked organization and a clear focus on that purpose.	The purpose of your response was a bit vague, and there was limited organization and focus.	There was no defined purpose or organization to your response.	Your response was incoherent, off-topic, or unable to be read.

Rubric Section #3: Integration of Knowledge and Ideas (use of “evidence”) – you must support your arguments and positions with outside information (i.e. “stimulus items”)

**in other words: *Did you back up your position with evidence, quotes, statistics, and facts?*

4	3	2	1	NS
You provided convincing support/evidence for your main idea and included appropriate sources, facts, & details.	You provided adequate support/evidence for your main idea and only limited sources, facts, & details.	You provided only modest support/evidence for your main idea and it was not strengthened by sources, facts, & details.	You provided almost no support/evidence for your main idea.	Your response was incoherent, off-topic, or unable to be read.

Rubric Section #4: Language & Conventions – you must use proper grammar, spelling, vocabulary, and other conventions of the English language

**in other words: *Did you limit mistakes and respond in a thorough and professional manner?*

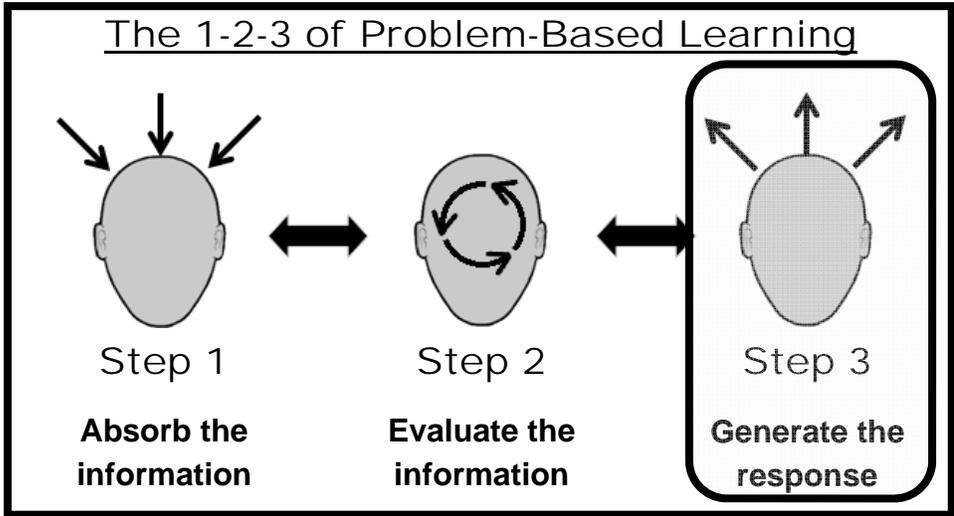
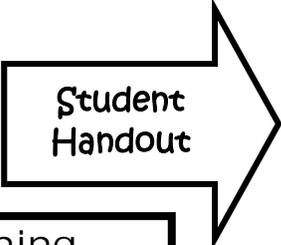
4	3	2	1	NS
Your response was professional and you demonstrated a command of language conventions.	Your response was mostly professional with limited errors related to language conventions.	Your response was rather sloppy with multiple errors related to language conventions.	Your response was completely sloppy and showed no effort to follow language conventions.	Your response was incoherent, off-topic, or unable to be read.

Teacher Instruction Sheet

Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

Student Responses ("Product Option")

The Student Responses are Section 3 on your Teacher Instruction Sheet.



It all leads up to this – *"The Product Option."* It is here that students will have the "thinking muscle" truly stretched and those 21st Century Skills (collaboration, communication, technology, and so on) will be finely tuned.

Let's start with a very simple definition:

The Product Option – where students are asked to "produce" something

Yes, this is very broad, and could include any of the following (and so much more):

Bulletin Board	Advertisement	Chart	Role Play	Tips / Suggestions
Letter	Cartoon	Pop-up / Child Book	Commercial	Slogan / Motto
Comic Strip	Play	Collage	Riddles / Jokes	Marketing Plan
Movie Trailer	Poster / Artwork	Timeline	Graphic Organizer	Jingle
Demonstration	Political Cartoon	Prototype	Brochure	Campaign Platform
Diary Entry	Costume	Crossword Puzzle	Poem	Experiment
Editorial Essay	Newspaper Article	Database / Spreadsheet	Rap Song	Mosaic
Map	Diorama	Oral Report	Webpage	Argument
Lesson Plan	Display	Rebus Story	Instruction Manual	Proposal
Fiction Story	Mock Interview	Slide Show	Petition	Illustrated Story
Interview	Survey	Recipe / Instructions	Game	Radio show

The SOCIAL STUDIES ANGLE

After you divide your students into teams, photocopy the next page to outline the Product Option for this scenario.



The task at hand...

Working to produce something as a team can help you gain a better understanding of the problem-scenario. Please work together on the exercise below:

Your group is a **team of music teachers** and you want to increase music appreciation through the school. To help accomplish this task, you are going to **create a brochure** called, *“The Power of Music,”* that will be distributed to all students in the school.

The purpose of the brochure is to convince students that music is more than just a source of entertainment. To do this, you must take a look at music in our society and throughout history, such as how it is used in social, political, religious, and cultural events and traditions. It has been used to motivate people, unite them, and even record history or tell a story.

With your group, discuss how studying music of a certain time period (even today) might help you understand the people and events of that time period. Does the influence of music throughout history suggest that it could be used to help student morale and performance at your school?

Teacher Instruction Sheet

Problem-Based Scenario	
Section ① -	Stimulus Review
Section ② -	Classroom Discussion
Section ③ -	Student Response
Section ④ -	Grading & Analysis

Grading Rubric (Product Option)

The Grading Rubric is Section 3 on your Teacher Instruction Sheet.

Student Handout

We mention this time and time again through this book, and it's worth saying another time:

It's all about the process.

The purpose of these exercises is to allow students to think through problems and situations, and it's the teacher's role to guide them through the journey.

Without a doubt, your students will remind you that "it's all about the process" when they try to convince you to be gentle during the grading process. After all, they've been brought up to bubble in the correct circle with a #2 pencil, so being asked to "produce" something from a variety of information can be tricky. But they'll do just fine.

As students work through the process, they will learn subject-specific skills and cover a few important standards. Yet they'll also be developing those 21st century skills and lifelong traits that we mention throughout this book (a few are listed below).

- | | | | |
|---------------------|-------------------------|-----------------------------|------------------------------|
| ◆ Critical Thinking | ◆ Collaboration | ◆ Entrepreneurialism | ◆ Patience / Perseverance |
| ◆ Researching | ◆ Leadership | ◆ Self-Direction | ◆ Listening |
| ◆ Creativity | ◆ Technological Ability | ◆ Internet / Media Literacy | ◆ Healthy Skepticism |
| ◆ Planning | ◆ Social Awareness | ◆ Data Analysis | ◆ Imagination |
| ◆ Communication | ◆ Scientific Literacy | ◆ Personal Expression | ◆ Flexibility / Adaptability |

It's difficult to put a hard grade on any of those, and it isn't the final goal. If you live by the mantra, "It's all about the process," these skills will indeed be developed. With that said, you do want to provide worthwhile feedback to your students. We use a simple – but sound – rubric to help students "ace the **TEST**" (a clever acronym to help them remember the key steps). The rubric is provided to the right for your convenience.

Photocopy this scoring sheet for your students to review.



What's the Problem?



How do I get an A?

As you work in teams on this exercise, you will be evaluated to see if you ace the **TEST**:

Thoroughness

Evidence

Strategy

Teamwork



Thoroughness

_____ The group completed all of the required tasks (15 points)

_____ Everyone followed directions throughout the process (15 points)

Evidence

_____ The group's final product was logical and could be defended (15 points)

_____ A variety of evidence was provided to support the product (10 points)

Strategy

_____ The group kept its focus on the requirements of the product (15 points)

_____ The group used a sound approach in completing the exercise (10 points)

Teamwork

_____ Everyone in the group participated and played a key role (10 points)

_____ All members of the group worked well together (10 points)

Shown above are general areas that your teacher will be evaluating as he or she scores the products you create with your team. You may be provided more details about what it takes to receive the full value in any one of these areas.

Section 5:

“The Language Arts Angle”

The Main Problem Scenario:

You are principal at a school that is considering playing background music while students work. Is this a good idea, and what are the issues involved?

You have approached this Main Problem from several points-of-view

The Math Angle

Do statistics suggest that playing music improves grades?

The Science Angle

Can the benefits of playing background music be tested?

The Social Studies Angle

In what ways does music influence and inspire people?

Now it is time to take all you’ve learned and give your final response to the Main Problem.



Language Arts serves as the hub for the entire exercise. It is in ELA that all of the other “subject angles” are evaluated and measured against one another, and a final decision about how to approach the Main Problem Scenario is made based on all of the available information.

The LANGUAGE ARTS ANGLE

Throughout this book, we've been examining the Main Problem Scenario from multiple "subject angles." Well, now it's time to bring it all together. Everything that your students have been exposed to thus far is fair game in the Language Arts section. That means that they can pull from all **classroom discussion sessions, notes and "Thought-Gathering" Sheets**, and of course the **Stimulus Items** that provide information about the Main Problem.

For your convenience, we've placed all of the Stimulus Items for this Problem-Based Scenario on a special website where **both you and your students** can review them. To access these resources, you will go to:

<http://www.pblproject.com/students>

Login: **music**

Password: **pw77**



The "Math Angle"

Stimulus Item #1 — Pre- and Post- test scores (data)

Stimulus Item #2 — "Examining Background Music" (statistics)

Stimulus Item #3 — "Music in the Classroom" (article)

The "Science Angle"

Stimulus Item #1 — "Elements of a Science Experiment" (list)

Stimulus Item #2 — "A Musical Experiment" (science experiment)

Stimulus Item #3 — "The Effect of Music on the Brain" (infographic)

The "Social Studies Angle"

Stimulus Item #1 — "Power of Music" (video)

Stimulus Item #2 — "National Anthems" (essay)

Stimulus Item #3 — "A Quick Thought on Music" (editorial)

Student Responses

Language Arts

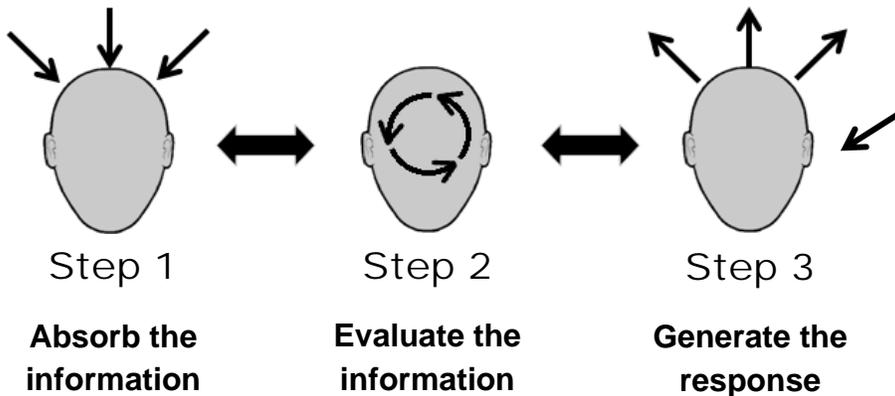
In previous sections of this book, students have only concentrated on one piece of the puzzle. Now they will look at the Main Problem Scenario as a whole, incorporating everything that has been researched and discussed along the way.

To respond to the Main Problem, a prompt has been provided (shown to the right). Your students' writing—and perhaps oral presentations—will need to meet several expectations from a Language Arts perspective. Students must:

- **Show the ability to comprehend informative texts and resources**
- **Explain their position and overall reasoning**
- **Support their positions with evidence from their research**
- **Articulate clear opinions (*stressed at the elementary level*)**
- **Form compelling arguments (*stressed at the middle school level*)**
- **Demonstrate speaking and listening skills**

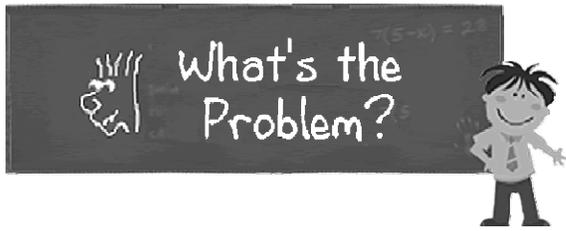
The skills above will only be demonstrated if students are able to absorb the Stimulus Items, organize their thoughts, and approach the Problem Scenario in a logical way. If they fail in these tasks before a single word is written on paper, they'll never be able "write their way out of it" at this stage of the game. To put it another way:

The 1-2-3 of Problem-Based Learning



*This is not merely a writing exercise!
Student responses will never satisfy all of the requirements listed above if Steps 1 and Steps 2 are incomplete.*

Here is the Language Arts prompt for this Problem Scenario.



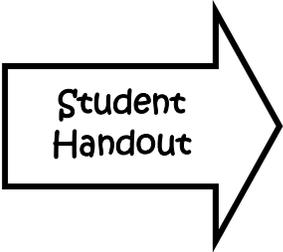
What do you think?

The prompt below is centered around the Problem Scenario you've been reviewing. Please provide your response on a separate sheet of paper.

After considering both sides, determine whether the school *should* or *should not* play background music while students work. **Write an argument** to convince others of your position. Be sure to support your argument with evidence from your research.

You must be prepared to present your argument to the rest of the class to see if they are convinced by your reasoning.

Grading Rubric (Language Arts)



Student
Handout

One thing that your students must understand about these Problem-Based Scenarios is that the answer is never “yes” or “no”. Instead, students must think their way through the muddy waters of different situations and challenges, while you guide them along the journey.

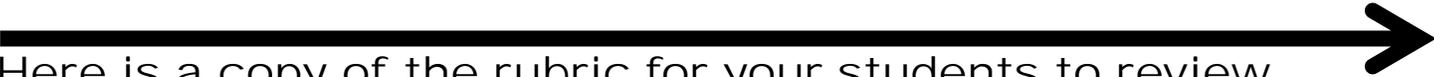
Of course, the end result needs to be more than a pat on the back – and that’s why proper grading is so important. While students may feel that grades exist only to cause stress and fill the blank spaces on a report card, the broader reason is that when students are graded in a clear and fair way, it enables them to continually improve their approach and response.

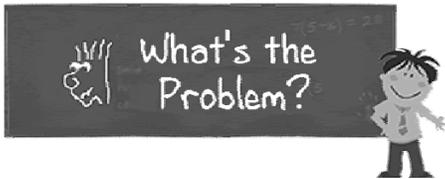
In many ways, the Language Arts prompt is more difficult than the others because students aren’t being asked to stay within the boundaries of math, science, or social studies. Instead, they are given the green light, free to use the research from all other subjects (and anything else they want to bring to the table) to form their response. This may sound easier, but the truth is that the ability to organize information and pull out key evidence (a tricky task for students) becomes more critical and more difficult at this stage. Let’s see how they do!

The writing prompt for the Problem Scenario can be graded using the rubric to the right. It is divided into four sections:

- 1) Logical Approach (*Did students use a reasonable strategy to deal with the Main Problem?*)
- 2) Writing Focus (*Was it clear what point the students were trying to make?*)
- 3) Use of Evidence (*Did the students back up their position with evidence, quotes, and facts?*)
- 4) Language & Conventions (*Did students limit mistakes and respond in a thorough and professional manner?*)

Here is a copy of the rubric for your students to review.





How do I get an A?

Listed below are the four different areas that will be evaluated as your responses are graded. Be sure to consider each area as you write.

Rubric Section #1: Logical Approach – you must show that a thoughtful and sound process was used to solve the Main Problem.

**in other words: *Did you use a reasonable strategy to deal with the Main Problem?*

4	3	2	1	NS
You proved throughout your response that your approach to the problem was reasonable and consistent.	You showed that your approach to the problem was generally reasonable, although a bit inconsistent	You showed there was limited reasoning or consistency in your approach to the problem	You showed barely any reasonable or consistent approach to dealing with the problem	Your response was incoherent, off-topic, or unable to be read.

Rubric Section #2: Production & Distribution of Writing – you must organize and sustain your writing based on a defined purpose

**in other words: *Was it clear what point you were trying to make, and did you focus on that point?*

4	3	2	1	NS
Your response had a defined purpose, and it was organized with a clear focus on that purpose.	Your response had a defined purpose, although it lacked organization and a clear focus on that purpose.	The purpose of your response was a bit vague, and there was limited organization and focus.	There was no defined purpose or organization to your response.	Your response was incoherent, off-topic, or unable to be read.

Rubric Section #3: Integration of Knowledge and Ideas (use of “evidence”) – you must support your arguments and positions with outside information (i.e. “stimulus items”)

**in other words: *Did you back up your position with evidence, quotes, statistics, and facts?*

4	3	2	1	NS
You provided convincing support/evidence for your main idea and included appropriate sources, facts, & details.	You provided adequate support/evidence for your main idea and only limited sources, facts, & details.	You provided only modest support/evidence for your main idea and it was not strengthened by sources, facts, & details.	You provided almost no support/evidence for your main idea.	Your response was incoherent, off-topic, or unable to be read.

Rubric Section #4: Language & Conventions – you must use proper grammar, spelling, vocabulary, and other conventions of the English language

**in other words: *Did you limit mistakes and respond in a thorough and professional manner?*

4	3	2	1	NS
Your response was professional and you demonstrated a command of language conventions.	Your response was mostly professional with limited errors related to language conventions.	Your response was rather sloppy with multiple errors related to language conventions.	Your response was completely sloppy and showed no effort to follow language conventions.	Your response was incoherent, off-topic, or unable to be read.

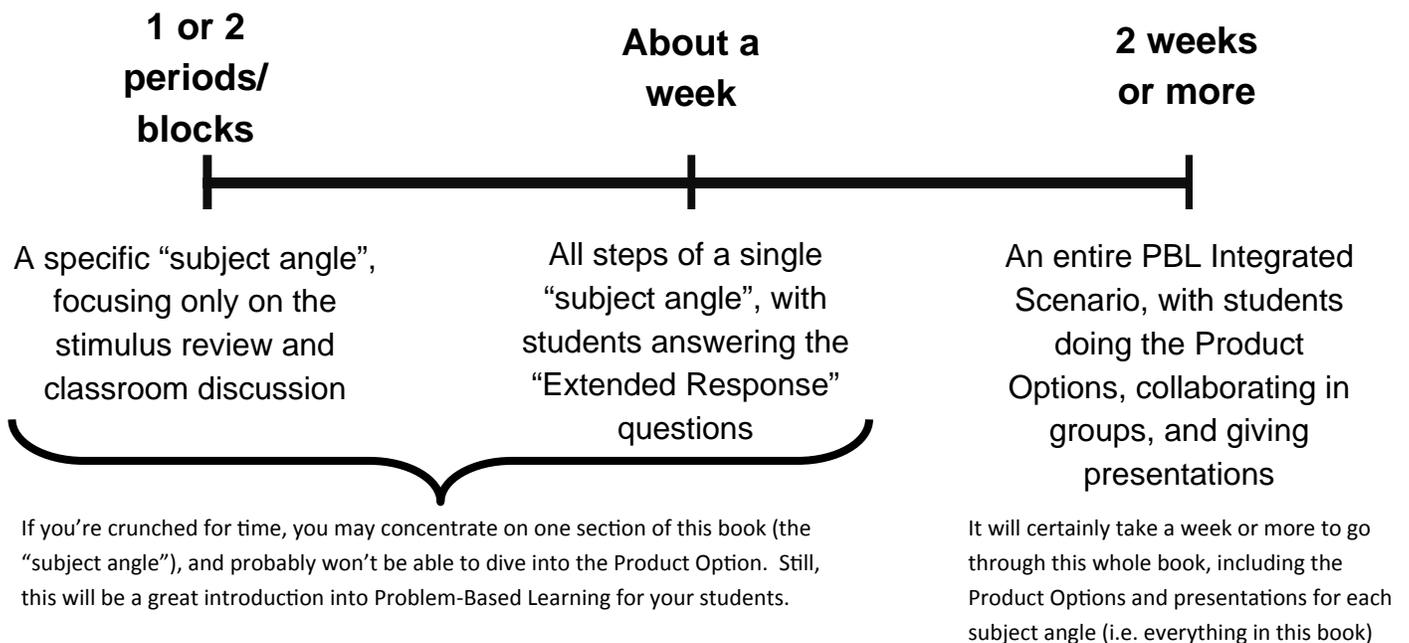
How long will it take?

Without a doubt, the most common question we are asked is:

Student
Handout

“How long is this going to take?”

Our answer is, *“It’s up to you”* (which could be seen as dodging the question). The truth is that it’s all about options and flexibility. Obviously, the time will greatly vary if you just do a “subject-specific problem” (i.e. one section of this book) or do the entire integrated Problem Scenario (i.e. the whole book). Consider these guidelines:



In the end, if you can take a Problem Scenario all of the way from beginning to end, including each “subject angle”, as well as the products, group work, and presentations that go with each one, your students will have accomplished quite a bit. For that reason, we have included a **“Certificate of Accomplishment”** that you may want to provide to show students that their efforts are appreciated. Remember, you want them to enjoy the whole experience!

Photocopy this certificate to give to your students.



of

Achievement

Awarded to

for completion of the following:

Problem-Based Scenario — “Background Music”

By completing this entire scenario, you have demonstrated that you have the ability to approach a real-world problem, learn about it through a variety of different sources, evaluate all of the information, and provide a clear and logical response to the challenge.

Given this date _____ *in the year* _____

Signed _____



Just so you know...

The PBL Project website

www.pblproject.com



The Problem-Based Scenario covered in this book—and dozens more—are available to those schools and districts who have access to the PBL Project website.

To request a temporary password (or purchase a license online), please go to:

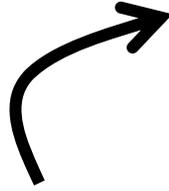
www.pblproject.com

\$399 for a site license for a full school year
(includes all teachers, grade levels, and subject areas)

For more information (or to purchase a license over the phone), contact:

Ben Bache, PBL Project manager
(864)-877-5123
ben@pblproject.com

The PBL Project website:



- 1) Provides a wide variety of **Integrated Problem Scenarios** based on real-life situations that are engaging to students
- 2) Approaches each problem from multiple points-of-view across **all core subject areas**
- 3) Provides **a range of stimulus items** appropriate to each problem (articles, videos, infographics, statistics, etc.)
- 4) Includes **leading questions for classroom discussion** to help students further explore the topic
- 5) Guides students through the “**information-gathering**” process
- 6) Gives students an **online platform to enter responses** (proposals, arguments, presentations, etc.)
- 7) Enables teachers to **view, grade, and analyze student responses**
- 8) Gives teachers the ability to **create their own Problem-Based scenarios**, including the uploading of all resources and assigning of student responses
- 9) Includes **Problem-Based “Weekly Warm-ups”** based on current events and engaging topics
- 10) Features **pre-made tests** for Math and ELA, complete with **“technology enhanced” items**

For a temporary password, simply text your e-mail address to **6468-TRY-PBL** (646-887-9725)

Additional Features of the The PBL Project website

www.pblproject.com



In addition to the Integrated Problem-Based Scenarios (like the one covered in this book), access to the PBL Project website will also give you:



**Problem-Based
“Weekly Warm-ups”
that center around
current events**



THE PBL PROJECT

Problem-Based Learning. Done Right. Finally.

www.pblproject.com

Early Elementary



- The Baseball Field

You would like to turn an empty lot into a baseball field that can be used by the community. What are the issues involved and is this a good idea?

Number of copies = _____



- The Butterfly Garden

You are a gardener who is working with the school to build a butterfly garden. How are you going to do this?

Number of copies = _____



- The Field Trip

You want to convince your teacher to take the class on a field trip to learn about local history. Where will you go, and what do you need to consider?

Number of copies = _____



- The Class Mascot

You are in charge of choosing a mascot that best represents your class. What needs to be considered, and what is the best choice for the new mascot?

Number of copies = _____



- Outside Recess

You are a teacher whose class wants to extend recess time, but there are concerns about the extra exposure to the sun. How can you protect students from this risk?

Number of copies = _____



- FULL PACKET for EARLY ELEMENTARY (includes all 5 books)

Number of packets = _____

Upper Elementary



- Bigfoot

You are the mayor of a small town where there has been a rise of Bigfoot sightings in a nearby wooded region. Can these rumors be true?

Number of copies = _____



- Print vs. Online Magazines

You are the owner of a magazine publishing company. Should you publish your magazines online, or continue to print and deliver them to your customers' doors?

Number of copies = _____



- The Road Trip

You want to convince your parents to go on a cross-country road trip. What is required to make the trip a successful one?

Number of copies = _____



- The School Day

You are a member of a school board that wants to improve classroom instruction by lengthening the school day. Is this something you will support?

Number of copies = _____



- The TV Lineup

You help run a major television network and must decide on the new lineup of TV shows for the upcoming season. What shows will you choose to please your audience?

Number of copies = _____



- FULL PACKET for UPPER ELEMENTARY (includes all 5 books)

Number of packets = _____

Middle School / Secondary



- Background Music

You are principal at a school that is considering playing background music while students work. Is this a good idea, and what are the issues involved?

Number of copies = _____



- The Football Program

You are a school board member in a district that is considering the option of eliminating high school football. What is the correct course of action?

Number of copies = _____



- Genetically Modified Organisms (GMOs)

You are the head of an organization that supports local farmers, and GMOs are a major concern. What should be your group's position on this issue?

Number of copies = _____



- The Penny Debate

You are an economic advisor who has been asked to decide on the future of the penny. Do we need the one-cent coin, or is it time to get rid of it?

Number of copies = _____



- The Next Big Thing

You are an investor who is willing to devote time, energy, and money to the "Next Big Thing." What is that innovation going to be?

Number of copies = _____



- FULL PACKET for MIDDLE SCHOOL (includes all 5 books)

Number of packets = _____

1 copy = \$29.95 x _____ total copies = \$ _____

1 packet = \$119.00 x _____ total packets = \$ _____

(a packet includes all 5 books for a specific grade band)

+ 8% Shipping = \$ _____

TOTAL: = \$ _____

Please fax purchase orders to (864)-877-5123

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For more information, contact: Ben Bache, managing editor
(864) 877-5123
ben@pblproject.com

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