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**FUTURE PROBLEM SOLVING – PART II - INTRODUCTION**

***OBJECTIVE:***

To develop the ability of the student to create and promote positive solution(s) using problem solving and higher level critical thinking skills. Student will use Future Problem Solving skills to critically analyze one of the United Nations’ Millennium Development Goals (MDG) and present a new and innovative solution and plan of action for their chosen MDG in a specific developing nation.

***STANDARDS:***

***VOLUNTARY NATIONAL STANDARDS IN ECONOMICS:***

Standard 1 – Scarcity

Standard 2 – Decision-Making

Standard 4 – Incentives

Standard 5 – Trade

Standard 6 – Specialization

Standard 7 – Markets and Prices

Standard 10 – Institutions

Standard 15 – Economic Growth

***TENNESSEE STATE STANDARDS FOR ECONOMICS:***

Standard 1.0 – Culture

Standard 2.0 – Economics

Standard 3.0 - Geography

Standard 6.0 – Individuals, Groups, & Interactions

***COMMON CORE STANDARDS:***

**CC RH.11-12.2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**CC RH.11-12-7**: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

**CC.WHIST.11-12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**CC WHIST.11-12.8**: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**CC WHIST.11-12.9**: Draw evidence from informational texts to support analysis, reflection, and research.

***ECONOMIC CONCEPTS:***

Scarcity, wants and needs, economic choices, allocation of resources, factors of production, circular flow of economic activity, gross domestic product (GDP), globalization, market vs. traditional economy, role of government and NGOs, population growth and Human Development Index, poverty and distribution of income, economic development, supply and demand, microfinance, and socioeconomic factors.

***FUTURE PROBLEM SOLVING PROGRAM INTERNATIONAL (FPSPI):***

Founded by Dr. E. Paul Torrance, Future Problem Solving Program International (FPSPI) stimulates critical and creative thinking skills, encourages students to develop a vision for the future, and prepares students for leadership roles. FPSPI engages students in creative problem solving within the curriculum and provides competitive opportunities.  Future Problem Solving Program International involves thousands of students annually from Australia, Canada, Great Britain, Hong Kong, Japan, Korea, Malaysia, New Zealand, Portugal, Russia, Singapore, and the United States (www.fpspi.org).

|  |
| --- |
| **FPSPI Mission: *To develop the ability of young people globally to design and promote positive futures using critical, creative thinking.*** |
|  |

***SIX-STEP PROBLEM SOLVING MODEL:***

Students conduct research and group discussions on a specific topic and then utilize the six-step problem solving model to present a solution and plan of action.

1. Identify Challenges – generate challenges or issues related to the future scene or need area.
2. Select an Underlying Problem – focus on one problem area.
3. Produce Solution Ideas – generate solution ideas to the underlying problem.
4. Generate and Select Criteria – create criteria to rank order the solution ideas.
5. Apply Criteria to Solution Ideas – evaluate the solution ideas using criteria to rank order the solution ideas.
6. Develop an Action Plan – based on the highest scoring solution idea, develop an action plan explaining how the solution will work and describing how the problem will be solved.

*Source: FPSPI opening doors to standards*. (2011, October 01). Retrieved from www.fpspi.org

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**FUTURE PROBLEM SOLVING – PART II - WORKSHEET**

***OBJECTIVE:*** To develop the ability of the student to design and present positive solution(s) using creative problem solving and higher level, critical reasoning skills.

***INSTRUCTIONS:*** Complete the following worksheet with your assigned group. After the worksheet is completed, use this information to prepare your written report (guidelines attached).

***GRADE:*** Assignment is worth **100 points** and will be counted as an exam grade. The attached rubric will be used for grading.

**STEP 1 – UN Millennium Development Goal (MDG)**

1. Go to the United Nations’ website on the Millennium Development Goals 2015 - <http://www.un.org/millenniumgoals/>
2. Go to the red box on the right side of the screen, click on your group’s assigned goal. Open the “Fact Sheet” and write down the following information:
   1. Goal Number and Goal Title
   2. Targets
   3. Quick Facts
   4. Summarize in one paragraph in your own words the section “Where Do We Stand?”
   5. Prepare a bulleted list of “What’s Working?”
   6. Prepare a list of the “Partnering for Success” organizations (NGOs) that are currently involved in aiding in your MDG - Include a 1-sentence description of the NGO’s current activities

**PRINT A COPY OF YOUR MDG FACT SHEET AND ATTACH IT TO THIS WORKSHEET!**

**CHECKPOINT: CONFERENCE WITH TEACHER**

**STEP 2 – STATISTICS ON YOUR SELECTED COUNTRY**

1. Go to the UN International Human Development Reports website at:

<http://hdr.undp.org/en/countries/>

1. Find your country on the list provided
2. Compare your country’s Human Development Index information against the HDI information for the United States. Use a table format with 3 columns – HDI indicators, your country, the United States.
3. Summarize this information in an opinion paragraph as to how the HDI information is used to show a developing nation status.
4. Go the United Nations’ MDG Monitor website at <http://www.mdgmonitor.org/>
   1. Click on Browse by Location
   2. Select your country
   3. Click on box that states “View Progress by Goal for \_\_\_\_\_\_\_\_”
   4. Click on your MDG Goal
   5. Click on Learn underneath your MDG Goal and then click on Success Stories
   6. Prepare a bulleted list of the country’s current progress

**STEP 3 – IDENTIFY CHALLENGES AND SOLUTIONS**

Proceed to the Step 3 – Identify Challenges and Solutions **Worksheet** at the end of this packet and follow the directions. Then come back to complete Step 4 and 5.

**STEP 4 – FINAL SOLUTION**

Out of the 3 solutions identified in Step 3, select the one which has the most promise for success. This is the solution that you will research and prepare a Plan of Action for in Step 5.

Final Solution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**CHECKPOINT: CONFERENCE WITH TEACHER**

**STEP 5 – PLAN OF ACTION**

Create a plan of action for your final solution. Explain what the solution will do, how it will work, why it will solve your underlying problem, and how it will aid in economic development and growth.

You might consider some of the following concerns:

* Who will be involved?
* What actions will be taken?
* When and where will the plan be carried out?
* How might you overcome any obstacles?
* What are some sources of assistance for your plan?
* What are some sources of resistance for your plan?
* How will your plan of action aid in economic development and growth?

**STEP 3 – IDENTIFY CHALLENGES AND SOLUTIONS WORKSHEET**

Identify 3 challenges in your selected country that are underlying factors contributing to the issue addressed by your chosen MDG. For example, 3 challenges to lowering crime in Memphis could be: 1) a high rate of unemployment, 2) a lack of quality education and/or commitment to post-secondary education/training, or 3) a high number of single parent and/or broken homes leaving children with little structure and role models. Word your challenges clearly and do NOT use questions. After identifying 3 challenges, propose solutions for each challenge. Finally, select the one solution which has the most promise for success for your selected country and your chosen MDG.

**UN MILLENNIUM DEVELOPMENT GOAL # \_\_\_\_**

***Descriptor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**CHALLENGE 3**

**CHALLENGE 2**

**CHALLENGE 1**

**SOLUTION 3**

**SOLUTION 2**

**SOLUTION 1**

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**FUTURE PROBLEM SOLVING – PART II - REPORT GUIDELINES**

***OBJECTIVE:*** To develop the ability of the student to research, analyze, and **write** a report on positive solution(s) using creative problem solving and higher level, critical reasoning skills.

***INSTRUCTIONS:*** Each group will prepare a typed report on the material developed in the Future Problem Solving Worksheet. The group will then present a 10 minute overview to the class.

***GRADE:*** Assignment, including the oral presentation, is worth **100 points** and will be counted as an exam grade. The attached rubric will be used for grading.

**ITEMS REQUIRED IN WRITTEN REPORT:**

1. Title Page – to include MDG goal, names of group members, subject and class period, and date
2. Table of Contents
3. Introduction – a one-paragraph summary on the purpose of the report – include the name of your country and your UN Millennium Development Goal
4. Section I – UN Millennium Development Goal
5. Section II – Statistics on Your Selected Country
6. Section III – Identify Challenges and Solutions
7. Section VI – Final Solution
8. Section VII – Plan of Action
9. Appendix

* Sources – use APA style (www.citationmachine.net)
* MDG Fact Sheet (printed in Step 1 of FPS – Part II – Worksheet)

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**FUTURE PROBLEM SOLVING – PART II - RUBRIC**

***The following rubric will be used to grade the Future Problem Solving Worksheet, the FPS Written Report and Class Presentation. The total score possible for the entire project is 100 points.***

**GROUP MEMBERS**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **DATE**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **CLASS PERIOD: \_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **CRITERIA** | | | | **POINTS** |
|  | 1 | 2 | 3 | 4 |  |
| **FPS Worksheet** | Worksheet not completed or turned in. | Worksheet completed with numerous errors and/or sections missing. | Worksheet completed with few errors but not thought out that well. | Worksheet completed with no errors and well thought out. |  |
| **Report/Presentation** |  |  |  |  |  |
| **Organization** | The report is generally confusing and hard to follow. | The report is factual and shows evidence of some work. Body explores the topic and presents some information. | The report is accurate and clear. Body explores topic and presents solid information in a sensible order. | The report is both accurate and compelling. Body fully explores topic and presents outstanding information in a sensible order. |  |
| **Content Knowledge** | Group does not have grasp of information; cannot answer questions about subject. | Group is uncomfortable with information and is able to answer only basic questions. | Group is at ease with content, but fails to elaborate. | Group demonstrates full mastery of subject with explanations and details. |  |
| **Report Format** | Report format not followed or report not turned in. | Report completed with numerous errors and/or sections missing. | Report completed with few errors but not thought out that well. | Report completed with no errors and well thought out. |  |
| **Grammar, Usage, Mechanics, and Spelling** | Numerous errors – may hinder comprehension. | Frequent errors – word choice not appropriate | Minor errors – word choice appropriate. | Few or no errors – word choice precise and appropriate. |  |
| **Oral Presentation** | Group mumbles, incorrectly pronounces terms, and speaks too quietly to be heard. | Group incorrectly pronounces terms. Class has hard time following presentation. | Group voices are clear and pronounce most words correctly. | Group used a clear voice and correct, precise pronunciation of words. |  |
| **TOTAL SCORE:** | | | | |  |

**GRADING:**

|  |  |  |
| --- | --- | --- |
| **POINTS RECEIVED** | **EQUIVALENT GRADE** |  |
| 24 | 100 |  |
| 21 - 23 | 95 |  |
| 18 – 20 | 85 |  |
| 12 – 17 | 75 |  |
| 7 – 11 | 70 |  |
| 0 – 6 | 50 |  |
| **FINAL GRADE RECEIVED:** | |  |