arc Align

Gasconade R-2

Objective Course Curriculum Report for: SEEK 3 - Third Grade

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Name

SEEK 3 Objective 1

Unit Objective

Measurable Learner Objectives: At the end of this unit students will be able to:· evaluate the various definitions of giftedness and appraise the validity of each· summarize methods for generating interest instead of boredom· appraise the affects and dangers of perfectionism and formulate alternatives· consider the differences between friends and popularity - aloneness and loneliness· relate how to respond to teasing in an non-threatened, non-threatening way· examine and appreciate specific choices facing students concerning future careers· develop a sense of comfort to cope with their uniqueness confront feelings toward and generate responses to world problems

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1

Assessment Methods

Essential Questions

Course

SEEK 3

Unit

Unit Title: The Eight Great Gripes of Gifted Kids Grades: 3-8 Duration: 8 weeks Unit Rational: Gifted children around the nation are confronted with similar issues. Here the most common issues are confronted on an individual basis. Students will develop an awareness that they are not alone in their giftedness, and that other students around the nation are faced with the same issues that they confront each day. Students will be provided with direct instruction on various methods they can use to overcome obstacles common among all gifted students.

Objective used to assess students

Formative Assessment Activities

Assessments:Performance Task: Analyze a picture of a face and create an original writing based on your observationsPerformance Task: Gather information from a guest speaker and develop a newscast based on the questions and answersPerformance Event: Design a unique product that teaches other gifted students about the 8 Great

Depth of Knowledge

85

Learning Activity

Working as a group students will:· appraise the validity of each gripe· evaluate sources of perfectionism and their related effects· develop personal accountability standards for confronting boredom· assess the effectiveness of personal coping mechanisms· debate the validity of each gripe related solution· evaluate the importance of empathy Working in small groups students will:· brainstorm categories and generalizations related to the gripes· relate personal episodes and stories involving friendship· originate questions for a guest speaker· voice their concerns and questions to decide the limits of their responsibility· brainstorm possible courses of action to areas of commonly shared concerns Working individually students will:· reflect on the impact solutions for the gripes have on their understanding· specify that giftedness at is essence is simply the potential to do great things· develop an awareness of their internal dialogue· create journal entries documenting the effectiveness of solutions to gripesdesign a final project that relates the individual gripes and applicable solutions to them

Research-based Instructional Strategies

activate students' prior knowledge through the use of engaging strategies designed to focus learningprovide a structure for learning that actively promotes the comprehension and retention of knowledge through the use of engaging strategies that acknowledge the brain's limitations of capacity and processing.promote the retention of knowledge through the use of engaging strategies designed to rehearse and practice skills for the purpose of moving knowledge into long-term memory. encourage students to learn to read, write, and think by having meaningful engagements with more experienced individuals - many times these individuals may be their peers scaffold instruction to provide a great deal of support; gradually, this support is taken away to allow students to try their independence

show the connection between effort and achievement.

Supporting Resources

Schmitz, C. Galbraith, J. (1985) Managing the Social and Emotional Needs of the Gifted. Minneapolis, MN: Free Spirit Publishing

Correction Exercise

Enrichment Exercise for Accelerated Learners

Examine the concept of potential and kinetic energy and their implications related to personal motivation

Remediation for Struggling Learners

Behavioral/Affective Unit

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI

Code	Subject	Grade	Standard	Goal
1	Fine Arts	Grades: K-12	process and techniques for the production, exhibition or performance of one or more of the visual or performed arts	
3	Fine Arts	Grades: K-12	the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts	
1.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Develop questions and ideas to initiate and refine research
1.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Conduct research to answer questions and evaluate information and ideas
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences

2.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Review and revise communications to improve accuracy and clarity
2.3	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Exchange information, questions and ideas while recognizing the perspectives of others
3.3	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Develop and apply strategies based on one&39;s own experience in preventing or solving problems
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works

1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
1.10	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
2.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Perform or produce works in the fine and practical arts
3.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Evaluate the processes used in recognizing and solving problems
3.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Examine problems and proposed solutions from multiple perspectives

4.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explain reasoning and identify information used to support decisions
4.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Recognize and practice honesty and integrity in academic work and in the workplace
4.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Identify tasks that require a coordinated effort and work with others to complete those tasks

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

SEEK 3 Objective 1

Unit Objective

Measurable Learner Objectives: At the end of this unit students will be able to:· Identify and describe positive character traits· Analyze and describe the decision making process and its impact on critical thinking· Outline stories in storyboard format· Classify hero types according to research based information· Analyze antonyms for given traits and apply accordingly

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Assessment Methods

Essential Questions

Course

SEEK 3

Unit

Unit Title: Superheroes: Examining Character Traits Through Creative Thinking and Writing Grades: 3-5 Duration: 8 - 1 hour sessions Unit Rational: The unit on superheroes accesses student interest through this common cultural theme. Students explore and examine personal character traits that reflect their most positive attributes. They then apply these traits to a fictional superhero that they create. Students then examine common themes found throughout the superhero genre and develop their character accordingly. They then examine the antonyms of their personal traits and use these to develop a super villain. Students learn and apply the basics of story writing to create an in-depth piece that transfers concepts covered into a final product.

Objective used to assess students

Formative Assessment Activities

Assessments:Performance Task: Design a power point presentation outlining the superhero /Performance Task: Create an illustrated storyboard to organize writing /Performance Task: Create a narrative based on your hero /Performance Task: Perform an act of heroism in your community $0$0 $0

Depth of Knowledge

Students will complete each task with at least 80% proficiency

Learning Activity

Working as a group students will:· Analyze positive character traits and select applicable items· Discuss common themes found throughout hero stories· Classify and categorize hero types· Differentiate between positive traits and negative traitsWorking in small groups students will:· Apply fluency to development of a story line· Appraise validity of chosen personal character traitsWorking individually students will:· Outline events in a plot· Create hero attributes based on archetypes· Compose a storyline using story board organizers

Research-based Instructional Strategies

The teacher will:

 activate students' prior knowledge through the use of engaging strategies designed to focus learningprovide a structure for learning that actively promotes the comprehension and retention of knowledge through the use of engaging strategies that acknowledge the brain's limitations of capacity and processing.promote the retention of knowledge through the use of engaging strategies designed to rehearse and practice skills for the purpose of moving knowledge into long-term memory. encourage students to learn to read, write, and think by having meaningful engagements with more experienced individuals - many times these individuals may be their peers scaffold instruction to provide a great deal of support; gradually, this support is taken away to allow students to try their independence analyze a subject to expose students to what's essential and then model putting it in their own words through substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented share stories about people who succeeded by not giving up ask students to identify similarities and differences include comparison tasks, classifying tasks, and the use of metaphors and analogies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	G
MSIP Equity Concepts	Equity Concepts	Gender	RE
MSIP Equity Concepts	Equity Concepts	Racial/ethnic equity	T
MSIP Equity Concepts	Equity Concepts	Technology	RI

Show-Me Standards

Code	Subject	Grade	Standard	Goal
1	Communication Arts	Grades: K-12	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	
2	Communication Arts	Grades: K-12	reading and evaluating fiction, poetry and drama	
4	Communication Arts	Grades: K-12	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	
5	Communication Arts	Grades: K-12	comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	
6	Communication Arts	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas	
7	Communication Arts	Grades: K-12	identifying and evaluating relationships between language and culture	
2	Fine Arts	Grades: K-12	the principles and elements of different art forms	
1	Science	Grades: K-12	properties and principles of matter and energy	

2	Science	Grades: K-12	properties and principles of force and motion	
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
1.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Develop questions and ideas to initiate and refine research
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Review and revise communications to improve accuracy and clarity
2.3	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Exchange information, questions and ideas while recognizing the perspectives of others

1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
1.9	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Identify, analyze and compare the institutions, traditions and art forms of past and present societies
2.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Present perceptions and ideas regarding works of the arts, humanities and sciences

2.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Perform or produce works in the fine and practical arts
2.7	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Use technological tools to exchange information and ideas
3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises
3.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Examine problems and proposed solutions from multiple perspectives
4.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explain reasoning and identify information used to support decisions

4.3	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Analyze the duties and responsibilities of individuals in societies
4.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Recognize and practice honesty and integrity in academic work and in the workplace
4.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Develop, monitor and revise plans of action to meet deadlines and accomplish goals
4.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Identify tasks that require a coordinated effort and work with others to complete those tasks

Grade and Course Level Standards

Common Core Standards

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Date Range

Other Standards

Other Diverse Learners

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Guiding Questions

Guiding Questions Depth of Knowledge

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Summative Correction Exercise

Family and Community Involvement

Name

SEEK 3 Objective 2

Unit Objective

Meeting Missouri Standards with Future Problem SolvingThe Future Problem Solving Program strengthens the skills that the MissouriStandards deem important in the following ways. The FPSP process is italicized.Missouri StandardsGOAL 1: Students in Missouri public schools will acquire the knowledge and skills togather, analyze and apply information and ideas. Students will demonstrate within and integrate across all content areas: • the ability to develop questions and ideas to initiate and refine research *Students research the yearly topics. *Topic vocabulary initiates ideas and questions. • conduct research to answer questions and evaluate information and ideas *Students research to determine the background information relevant to the future scene. • design and conduct field and laboratory investigations to study nature and society *Environmental issues are included each year as problem topics. • use technological tools and other resources to locate, select and organize information *Students use internet searches to research topic trends. • comprehend and evaluate written, visual and oral presentations and works *Students complete the problem solving booklet and prepare presentations. • discover and evaluate patterns and relationships in information, ideas and structures *Research trends and extrapolation to the future is important for the future scene. 2 Students will demonstrate within and integrate across all content areas the ability to: • evaluate the accuracy of information and the reliability of its sources *Students will determine bias in research facts. • organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation *The action plan should include a timeline and identify goals, assistors, and resistors.• identify, analyze and compare the institutions, traditions and art forms of past and present societies *Students extrapolate trends of past and current societies to predict future societies and concerns. • apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers *The use of categories to generate challenges/solutions encourages students to consider a variety of perspectives.GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.Students will demonstrate within and integrate across all content areas the ability to:• plan and make written, oral and visual presentations for a variety of purposes and audiences*Students complete written booklets and complete oral presentations to compete at state and international levels.• review and revise communications to improve accuracy and clarity*The evaluation of student work rewards clarity and elaboration.• exchange information, questions and ideas while recognizing the perspectives of others 3 *The use of categories in the development of challenges/solutions and action plans facilitates analysis of the future scene from a variety of perspectives.• present perceptions and ideas regarding works of the arts, humanities and sciences*Students create action plans to implement their best solution. Students often consider prior ideas to facilitate acceptance of ideas.• perform or produce works in the fine and practical art *Community problem solving requires the completion of a student scrapbook and skit to demonstrate actions of the team/individual.• apply communication techniques to the job search and to the workplace*Team problem solving builds team skills in the completion of the booklet.• use technological tools to exchange information and ideas * All facets of the program encourage the use of technology through research and development of the completed product.GOAL 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.Students will demonstrate within and integrate across all content areas the ability to:• identify problems and define their scope and elements*Students identifying challenges within the given scenario. *Through analysis of the scenario and challenges, students determine the underlying problem.• develop and apply strategies based on ways others have prevented or solved problems*Students generate solution ideas/action plans that build upon research of the topic.• develop and apply strategies based on one's own experience in preventing or solving problem *Students generate solution ideas/action plans that build upon research of the topic.4• evaluate the processes used in recognizing and solving problems *Students learn to develop and

apply criteria to evaluate solutions to their underlying problem.• reason inductively from a set of specific facts and deductively from general premises*Students generate challenges/solutions from the scenario.• examine problems and proposed solutions from multiple perspectives *The use of categories in the development of challenges/solutions and action plans facilitates analysis of the future scene from a variety of perspectives.• evaluate the extent to which a strategy addresses the problem*Students learn to relate solutions to underlying problem to generate relevant solutions. *Through application of criteria, students learn to evaluate solutions to determine the best solution.• assess costs, benefits and other consequences of proposed solutions The development of an action plan requires students to identify stakeholders, create goals, and develop a timeline to implement their best solution.GOAL 4: Students in Missouri public schools will acquire the knowledge and skills tomake decisions and act as responsible members of society.Students will demonstrate within and integrate across all content areas the ability to:• explain reasoning and identify information used to support decisions*Students learn explanation and elaboration of challenges/solutions is critical to generating relevant responses.• understand and apply the rights and responsibilities of citizenship in Missouri and the United States*Students recognize the rights and responsibilities of citizens in the development of solutions/action plan. Community Problem Solving fosters interest in community problems. *Students recognize implications for the global community because of the international involvement in Future Problem Solving.5• analyze the duties and responsibilities of individuals in societies *Students recognize the rights and responsibilities of individuals in the development of solutions/action plan. Community Problem Solving demonstrates the power of individuals to implement plans.• recognize and practice honesty and integrity in academic work and in the workplace *Students recognize their responsibility to their team within the competition framework.• develop, monitor and revise plans of action to meet deadlines and accomplish goals *Students work within the time frame of competition. *Students identifying short-term to long-range goals for the action plan.• identify tasks that require a coordinated effort and work with others to complete those tasks *Students learn to work within the time frame of competition. *Action plans often identify the stakeholders, assistors and resistors to ideas.• identify and apply practices that preserve and enhance the safety and health of self and others*Students are evaluated for humanness and the positive societal effects of solutions. *Categories include physical health, psychological health, and safety.• explore, prepare for and seek educational and job opportunities*The variety of topics gives students greater insight into future opportunities. Reading· Determine both what the text says explicitly and what can be inferred logically from the text. Analyzing the future scene · Support or challenge assertions about the text by citing evidence in the text explicitly and accurately. Referring to details within the future scene· Discern the most important ideas, events, or information, and summarize them accurately and concisely. Analyzing the future scene and applying research to challenge statements· Delineate the main ideas or themes in the text and the details that elaborate and support them. Identifying Hot Spots· Determine when, where, and why events unfold in the text, and explain how they relate to one another. Analyzing the future scene· Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.· Determine what is meant by words and phrases in context, including connotative meanings and figurative language.· Analyze how specific word choices shape the meaning and tone of the text.· Analyze how the text's organizational structure presents the argument, explanation, or narrative.· Analyze how specific details and larger portions of the text contribute to the meaning of the text.· Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. Analyzing the future scene· Extract key information efficiently in print and online using text features and search techniques. Researching the topic· Ascertain the origin, credibility, and accuracy of print

and online sources. Researching the topic· Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. Researching the topic· Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.· Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge. Researching the topic/ Analyzing the future scene· Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and to solve problems. Researching the topic· Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics. Researching the topic/ Identifying challenges within the future scene / Creating solutions/ Identifying stakeholders and goals while creating the action plan Writing· Establish and refine a topic or thesis that addresses the specific task and audience.· Gather the information needed to build an argument, provide an explanation, or address a research question. Researching the topic· Sustain focus on a specific topic or argument. Addressing the underlying problem· Support and illustrate arguments and explanations with relevant details, examples, and evidence. Identifying challenges / creating solutions / criteria grid / development of action plan· Create a logical progression of ideas or events, and convey the relationships among them. Development of action plan· Choose words and phrases to express ideas precisely and concisely. Developing challenges and solutions· Use varied sentence structures to engage the reader and achieve cohesion between sentences.· Develop and maintain a style and tone appropriate to the task, purpose, and audience.· Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.· Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.· Assess the quality of one's own writing, and, when necessary, strengthen it through revision. Peer evaluation of booklet writing· Use technology as a tool to produce, edit, and distribute writing. Google docs When writing to inform or explain, students must also do the following: Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. Completing entire booklets Convey complex information clearly and coherently to the audience through purposeful selection and organization of content. Completing entire booklets Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions. When writing arguments, students must also do the following: Establish a substantive claim, distinguishing it from alternate or opposing claims. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims. Identifying assistors and resistors for the developing an action plan Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Speaking & Listening Select and use a format, organization, and style appropriate to the topic, purpose, and audience.

Present information, findings, and supporting evidence clearly and concisely.

Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.

Demonstrate command of formal Standard English when appropriate to task and audience.

Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.

Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.

Ask relevant questions to clarify points and challenge ideas.

Respond constructively to advance a discussion and build on the input of others.

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Assessment Methods

Essential Questions

Course

SEEK 3

Unit

What is Future Problem Solving? The Future Problem Solving Program International (FPSPI) publication, Problem Solving Across the Curriculum, (2003) emphasizes the FPSPI teaches a technique for constructively analyzing a topic or issue. The topics are chosen from strands to offer students opportunities to research various future scenarios and think about the future. It is important that students learn how to overcome obstacles or barriers when confronting challenges and developing solutions to social, political, scientific, economic and technological issues. FPSPI provides this opportunity and emphasizes academic skills. The Future Problem Solving Goals are: 1. Encourage real-life problem-solving experiences 2. Learn and utilize problem-solving strategies 3. Develop and improve research techniques 4. Exercise critical and analytical thought 5. Improve written and verbal communication skills 6. Develop creative thinking 7. Increase awareness of and interest in future possibilities 8. Develop teamwork skills Future Problem Solving is a process which engages students in creative problem solving. Founded by creativity pioneer, Dr. E. Paul Torrance, the Future Problem Solving Program International (FPSPI) stimulates critical and creative thinking skills, and encourages students to develop a vision for the future. FPSP features curricular and co-curricular competitive, as well as non-competitive, activities in creative problem solving. Opening doors to student imaginations since 1974, the Future Problem Solving Program International offers exciting learning opportunities. Students experience creative thinking and the satisfaction of resolving difficult problems with unique solution ideas when they participate in FPSP. FPSP educational materials help students discover rich and varied ways of thinking. FPSPI teaches students how to think, not what to think.

Objective used to assess students

Formative Assessment Activities

Step 1 - Identifying Challenges or problems within the Future Scene.Objective: To identify challenges within the future scene.Missouri StandardsGOAL 3: Students in Missouri public schools will acquire the knowledge and skillsto recognize and solve problems.Students will demonstrate within and integrate across all content areas the ability to1. identify problems and define their scope and elements2. develop and apply strategies based on ways others have prevented or solvedproblems3. develop and apply strategies based on one's own experience in preventing orsolving problems4. evaluate the processes used in recognizing and solving problems5. reason inductively from a set of specific facts and deductively from generalpremisesThese may be challenges, issues, concerns, or problems that needconsideration (points of importance).#1 #2 #3 #4Does the challenge state what the concern/challenge is?Does the challenge state why it may be a concern or challenge?Did the challenge tell how it is related directly to the topic andfuture scene?Does the challenge tell who might be affected by theproblem/concern?Is the challenge a logical cause or effect of the future scene?Is research evident in the elaboration of the challenge/problem?* * Is there extrapolation of current research to possible futureconcerns?

 Step 2 - The Underlying ProblemObjective: To identify and state an important part of the future scene to solve.Missouri StandardsGOAL 3: Students in Missouri public schools will acquire the knowledge and skills torecognize and solve problems. Students will demonstrate within and integrate across all content areas the ability to1. identify problems and define their scope and elements2. develop and apply strategies based on ways others have prevented or solved problems3. develop and apply strategies based on one's own experience in preventing or solving problems4. evaluate the processes used in recognizing and solving problems5. reason inductively from a set of specific facts and deductively from general premises6. examine problems and proposed solutions from multiple perspectivesIs the condition phrase relevant to a concern in the future scene?Does the condition phrase address a cause or an effect of the future scene?Is the stem present, and does the key verb phrase contain a SINGULAR active verb?Are absolute verbs NOT used?(GUARANTEE, ELIMINATE, INSURE, ENSURE, KEEP, STOP, PREVENT, PROHIBIT)Are all three parameters present? (Topic, Time, Place)Can the key verb phrase adequately solve the purpose?Does the key verb phrase clearly address the future scene charge?Does the underlying problem identify an important issue within the future scene to solve?Do all three parts of the underlying problem address different, but related concerns?

 Step 3 - Creating solutions to solve the underlying problemObjective: To create many, varied, and unusual solutions that respond to theunderlying problem.Missouri StandardsGOAL 3: Students in Missouri public schools will acquire the knowledge andskills to recognize and solve problems. Students will demonstrate within and integrate across all content areas the ability to2. develop and apply strategies based on ways others have prevented or solved problems3. develop and apply strategies based on one's own experience in preventing or solvingproblems4. evaluate the processes used in recognizing and solving problems5. reason inductively from a set of specific facts and deductively from general premises6. examine problems and proposed solutions from multiple perspectives7. evaluate the extent to which a strategy addresses the problem8. assess costs, benefits and other consequences of proposed solutions#1 #2 #3 #4Is the solution relevant to the KVP and condition phrase, andshows a connection to the purpose?Is the solution directly stated? What is the solution?Does the solution tell why this solution will solve the underlyingproblem?Does the solution state who will implement this solution?Is the solution futuristic?Is research evident in the elaboration of the solution?Is there extrapolation of current research to possible future concerns?

 Steps 4 and 5 -- Selecting and Applying CriteriaObjectives: To develop a means to determine the creative potential andimportance of solution ideas; To select the 8 most intriguingsolution ideas and apply the criteria using the evaluation

matrix.Missouri StandardsGOAL 3: Students in Missouri public schools will acquire the knowledge and skillsto recognize and solve problems. Students will demonstrate within and integrate across all content areas the ability to6. examine problems and proposed solutions from multiple perspectives7. evaluate the extent to which a strategy addresses the problemCORRECTLY WRITTENCriterion1 2 3 4 5Written as a measure of degree (best, least)Focuses on a single dimensionIndicates the desired directionAPPICABILITY and RELEVANCECriterion1 2 3 4 5Does the criterion relate directly to the underlying problem or the future scene?Criteria grid checklistAre the solutions to be judged entered in the grid?Does each vertical column include the numbers 1-8(or 1 through the number of solutions entered in the grid.) ? Is each number is used only once?Are the numbers in each row added correctly?Are any ties for the best solution broken?Is the solution with the greatest points used for the development of the action plan?

 Step 6 - Developing and Writing the Action PlanObjective: To develop an Action Plan to explain/sell the best solution, andto show the best solution's relevance and importance to the UP and futurescene.Missouri StandardsGOAL 3: Students in Missouri public schools will acquire the knowledge and skills torecognize and solve problems. Students will demonstrate within and integrate across all content areas the ability to2. develop and apply strategies based on ways others have prevented or solved problems3. develop and apply strategies based on one's own experience in preventing or solvingproblems4. evaluate the processes used in recognizing and solving problems6. examine problems and proposed solutions from multiple perspectives7. evaluate the extent to which a strategy addresses the problemAction Plan ChecklistDoes the Action Plan accomplish the goals stated in the UP?Does the Action Plan demonstrate its potential effectiveness in relationship to the goalsstated in the UP?Are the short-term, middle-range, and long-term goals identified?Is there a time line of events?Are those individuals/groups who have an interest in the implementation of the ActionPlan identified? (Stake-holders)Are those individuals/groups who might assist or resist the implementation of the ActionPlan identified and their concerns addressed in the development of the plan?Is there a positive, productive, and constructive impact of the Action Plan upon the future scene?Does the Action Plan explain in detail -Who? What?Why? When?Where? How?

Depth of Knowledge

Students will be 90% successful in the application of the Future Problem Solving Process. This will be assessed by professional program evaluators at the state competition each year.

Learning Activity

Practice Problem #1 Healthy LivingFast foods, convenience foods, stress...all of these are affecting our lives today, resulting in a generation of people with disorders that were unknown twenty-five years ago. Stress-related illnesses - broken sleep patterns, obesity, lack of physical exercise, ADHD, mood swings and other psychological conditions - seem to all be part and parcel of the intensity at which people are living today. What impact will these have on the lives of the next generations?Practice Problem #2 Air TransportAirport security continues to become more intense and invasive. Megaplanes will carry larger passenger loads for longer and longer distances. Budget airlines offer cutthroat prices that threaten the viability of other airlines. The competition between airlines is leading to greater luxuries for high-paying passengers and increasingly complex entertainment systems, which are compromising fuel economies by adding extra weight to planes. Airbus's huge A380 has run into major problems. Passengers in some countries are being asked to buy carbon credits to offset the environmental impact of their air travel. The cost of jet fuel continues to rise and planes are blamed for high carbon emissions contributing to global warming. What is the future of air travel? Will people continue to travel the globe in such large numbers?Qualifying Problem Genetic TestingScientists are currently looking into the genetic testing of humans so that we will know if we are genetically prone to obesity, smoking, violence, etc. Examples: If health insurance companies know that you will become obese and need lots of treatment they will charge you more (even if you found this out and have started eating better, etc.) If you are prone to violence, you may be monitored. Both of these are examples are scary to think about, but the even scarier thought is that these situations are starting to occur.National Finals Water QualityOver the years we have made great strides in maximizing water quality. We have also developed innovative ways to clean up messes that we have made. Filters have been devised and chemicals have been discovered that will neutralize other dangerous chemicals. While these solutions have dealt with industrial and household wastes, a new challenge has come in the back door. We are now finding that Prozac, Ritalin, Adderall, Dexedrine, just to name a few, in our water systems. These and many more drugs pass through our systems and enter the sewer systems. In many places, the water that is "cleaned" is water that is sent back to the drinking water sources. While many other pollutants have been filtered or neutralized, these systems do not filter or neutralize the many legal and illegal drugs that are being consumed today. We are finding these drugs in the systems of humans and animals in the wild that have never had personal access to the drugs. Is finding more new ways to filter or neutralize the water the answer or must we once again find ways to minimize the causes?International Conference Emergency PlanningMajor regional and national emergencies - severe weather events like the 2004 Indian Ocean tsunami and the devastation of New Orleans by Hurricane Katrina in 2005, and acts of terrorism like the attacks of September 11, 2001 - are an unavoidable reality. There are tremendous costs associated with rebuilding destroyed structures and cities, treating injured people, and rapidly moving around needed equipment and personnel. Often, governments' and nongovernmental organizations' ability to respond to disasters do not meet the needs and expectations of affected people. How can institutions - governments, businesses, charities, etc. - better prepare for unforeseeable disasters? Who should have primary responsibility for coordinating responses to major emergencies? What kind of planning is needed to respond to new types of disasters, like cyber-attacks?

Research-based Instructional Strategies

Supporting Resources

"Core Standards - College Career Readiness Standards." Common Core State Standards Initiative . National Governors Association. Web. 8 Dec. 2009. <http://www.corestandards.org/Standards/index.htm>.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement