

Meeting Missouri Standards with Future Problem Solving

The Future Problem Solving Program strengthens the skills that the Missouri Standards deem important in the following ways. The FPSP process is italicized.

Missouri Standards

GOAL 1: Students in Missouri public schools will acquire the knowledge and skills to gather, 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.*

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

**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.*

- 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 to make 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.*

- 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 resisters 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.*