

# Teacher Answer Key

## GOAL #1: POVERTY & HUNGER

### PART I — IDENTIFYING THE GOAL

1. Write out the formal title of Goal #1.

*Eradicate Extreme Hunger and Poverty.*

2. Write out the two targets related to this goal.

- *Halve, between 1990 and 2015, the proportion of people whose income is less than \$1 a day.*
- *Halve, between 1990 and 2015, the proportion of people who suffer from hunger.*

3. Describe in two to three sentences what this goal means to you.

*Answers will vary, but should include a general discussion of students' awareness that many people around the world live in extreme poverty and do not have enough to eat.*

KEY

### PART I: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1-3</b>	Incorrectly records the formal title of the goal AND related target(s) AND incorrectly paraphrases the UN definition of the goal.	Incorrectly records the formal title of the goal OR related target(s) OR incorrectly paraphrases the UN definition of the goal.	Records the correct and complete formal title of the goal and related target(s) AND paraphrases the UN definition of the goal in two to three sentences.	Records the correct and complete formal title of the goal AND related target(s) AND describes in two to three sentences what the goal means to them personally.

### PART II — EXPLORING GLOBAL DATA

1. In **Table 1**, record the five countries with the highest percentage of people making less than \$1/day.

**Table 1**

Country	Percentage of People Making <\$1/day
Mali	75.8%
Nigeria	72.3%
Central Africa Republic	70.8%
Madagascar	66.6%
Niger	61.8%

2. What percentage of Mexican people make <\$1/day?

**4.5%.**

3. What percentage of Pakistani people make <\$1/day?

**17%.**

4. Does **Table 1** provide information on what percentage of Americans make <\$1/day? Explain.

**No. The table says that the data is not available.**

5. In **Table 2**, record the five countries with the highest percentage of children who are underweight.

**Table 2**

Country	% of Children under 59 Months of Age that are Moderately or Severely Underweight
Timor-Leste	49%
India	48%
Yemen	46%
Bangladesh	46%
Nepal	45%

6. What percentage of Nigerian children are moderately or severely underweight?

**9%.**

7. What percentage of Iraqi children are moderately or severely underweight?

**1%.**

8. What percentage of American children are moderately or severely underweight?

**2%.**

## PART II: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
Questions 1–8	Provides correct responses for three or fewer questions.	Provides correct responses for four to five questions.	Provides correct responses for six to seven questions.	Provides correct responses for all eight questions.

## PART IV — BUILDING YOUR DATA SCENARIO

1. Review all the Gapminder graphs that you have built. Decide which graph—or Gapminder **scenario**—is the most convincing about the progress made toward reaching Goal #1 by 2015. For example, do you see a number of countries in your scenario making progress towards the goal that indicates a trend you want to show to the rest of your team members? After you have selected your most convincing Gapminder scenario, write three notes as to why you have selected this scenario.

- a. This scenario is the most convincing because:
- b. It is also convincing because:
- c. I was really surprised or impressed by the data I saw in this scenario because:

*Students should write a reflective paragraph about their Gapminder research. This paragraph will also be reviewed by other UNMDG #1 team members before they decide what scenario to share with the class and philanthropic committee.*

2. Save your chosen scenario by clicking the “Share Graph” button at the top of the graph. A pop-up dialog window will appear with a unique website address, which is a TinyURL. Record this address here:

*Students should record their unique TinyURL.*

3. Compose an email to your teacher with your TinyURL in the body of the message. Your teacher will provide an email address to which to send the message.

*Students should send the teacher an email with their TinyURL in the message body.*

### PART IV: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1</b>	Student’s response addresses one or less of the prompts.	Student’s response addresses two of the three prompts.	Student’s response addresses each of the three prompts.	Student’s response addresses each of the three prompts AND provides additional information about what makes this data scenario particularly convincing.
<b>Questions 2</b>	TinyURL is not recorded.	—	TinyURL is recorded.	—
<b>Questions 3</b>	Email does not include a TinyURL for a Gapminder data scenario.	Email contains a unique TinyURL for a data scenario with no connection to team’s UNMDG.	Email contains a unique TinyURL for a data scenario with some connection to team’s UNMDG.	Email contains a unique TinyURL for a data scenario with a strong connection to team’s UNMDG.

## GOAL #2: UNIVERSAL EDUCATION

### PART I — IDENTIFYING THE GOAL

1. Write out the formal title of Goal #2.

*Achieve Universal Primary Education.*

2. Write out the one target related to this goal.

*Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.*

3. Describe in two to three sentences what this goal means to you.

*Answers will vary but should include students' awareness that most children around the world go to school for less than five years (e.g., they do not achieve a fifth grade education).*

#### PART I: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1–3</b>	Incorrectly records the formal title of the goal AND related target(s) AND incorrectly paraphrases the UN definition of the goal.	Incorrectly records the formal title of the goal OR related target(s) OR incorrectly paraphrases the UN definition of the goal.	Records the correct and complete formal title of the goal and related target(s) AND paraphrases the UN definition of the goal in two to three sentences.	Records the correct and complete formal title of the goal AND related target(s) AND describes in two to three sentences what the goal means to them personally.

### PART II — EXPLORING GLOBAL DATA

1. In **Table 1**, record the five countries with the lowest percentage of children attending primary school (up to fifth grade).

**Table 1**

Country	Elementary/Primary School Attendance Rate (2003-2008) for both Boys and Girls (net)
Timor-Leste	23
India	36
Yemen	31
Bangladesh	40
Nepal	44

2. What percentage of Mexican children attend primary school?

*97%.*

3. Looking at “Primary school net attendance ratio” data from Afghanistan, identify the difference between the percentage of boys and girls that attend primary school in this country. Also, identify which gender has the highest enrollment (boys or girls).

*66% of boys; 40% of girls; boys have higher enrollment.*

4. What percentage of Kenyan children attend primary school?

*74%.*

5. In what four countries has the transmission of polio never been stopped (where the infectious virus moves between people and patients)?

*India, Pakistan, Afghanistan, and Nigeria.*

6. Using the data source used to complete **Table 1**, record the primary school net attendance ratio of girls for each of the four countries noted in Question #5. What is the average primary school net attendance ratio of girls in these four countries?

*81, 67, 40, 60. Average is 62%.*

## PART II: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1–6</b>	Provides correct responses for three or fewer questions.	Provides correct responses for four questions.	Provides correct responses for five questions.	Provides correct responses for all six questions.

## PART IV — BUILDING YOUR DATA SCENARIO

1. Review all the Gapminder graphs that you have built. Decide which graph—or Gapminder scenario—is the most convincing about the progress made toward reaching Goal #2 by 2015. For example, do you see a number of countries in your scenario making progress towards the goal that indicates a trend you want to show to the rest of your team members? After you have selected your most convincing Gapminder scenario, write three notes as to why you have selected this scenario.

a. This scenario is the most convincing because:

b. It is also convincing because:

c. I was really surprised or impressed by the data I saw in this scenario because:

*Students should write a reflective paragraph about their Gapminder research. This paragraph will also be reviewed by other UNMDG #2 team members before they decide what scenario to share with the class and philanthropic committee.*

2. Save your chosen scenario by clicking the “Share Graph” button at the top of the graph. A pop-up dialog window will appear with a unique website address, which is a TinyURL. Record this address here:

*Students should record their unique TinyURL.*

3. Compose an email to your teacher with your TinyURL in the body of the message. Your teacher will provide an email address to which to send the message.

*Students should send the teacher an email with their TinyURL in the message body.*

## PART IV: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1</b>	Student's response addresses one or less of the prompts.	Student's response addresses two of the three prompts.	Student's response addresses each of the three prompts.	Student's response addresses each of the three prompts AND provides additional information about what makes this data scenario particularly convincing.
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### GOAL #3: GENDER EQUALITY & EMPOWERING WOMEN

#### PART I — IDENTIFYING THE GOAL

1. Write out the formal title of Goal #3.

*Promote Gender Equality and Empower Women.*

2. Write out the one target related to this goal.

*Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.*

3. Describe in two to three sentences what this goal means to you.

*Answers will vary but should include students' awareness that around the world girls have less opportunity to attend school than boys. To achieve global literacy goals, all students should have the right to attend school until fifth grade.*

#### PART I: Scoring Rubric

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## PART II — EXPLORING GLOBAL DATA

1. In **Table 1**, record the five countries with the lowest percentage of girls attending elementary school (up to fifth grade).

**Table 1**

Country	Primary School Participation: Primary school net attendance ratio, or % of girls vs boys attending primary school (2005-2009)
Somalia	21
Chad	31
Niger	31
Comoros	31
Liberia	39

The UNMDG authors have noticed that there is a relationship between high poverty and the frequency with which women work outside of their home or their farm.

2. You can find a summary of the types of jobs held by women versus men around the world at the following website:

**International Labor Organization**

[http://www.ilo.org/empelm/what/pubs/lang--en/docName--WCMS\\_123835/index.htm](http://www.ilo.org/empelm/what/pubs/lang--en/docName--WCMS_123835/index.htm)

3. Use the data from the NationMaster website to complete **Table 2**.

**Table 2**

Country	% of Employed Females Engaged in the Agricultural Sector, 2002 Data	Female Legislators, Senior Officials, and Managers (as % of total), 2002 Data
Colombia	0%	38%
Lithuania	16%	42%
South Korea	12%	5%
Turkey	72%	9%
United States	1%	45%

### PART II: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1–3</b>	Provides five or more incorrect responses in <b>Tables 1</b> and <b>2</b> .	Provides three to four incorrect responses in <b>Tables 1</b> and <b>2</b> .	Provides one to two incorrect responses in <b>Tables 1</b> and <b>2</b> .	Provides correct responses in <b>Tables 1</b> and <b>2</b> .

## PART IV — BUILDING YOUR DATA SCENARIO

1. Review all the Gapminder graphs that you have built. Decide which graph—or Gapminder scenario—is the most convincing about the progress made toward reaching Goal #3 by 2015. For example, do you see a number of countries in your scenario making progress towards the goal that indicates a trend you want to show to the rest of your team members? After you have selected your most convincing Gapminder scenario, write three notes as to why you have selected this scenario.

a. This scenario is the most convincing because:

b. It is also convincing because:

c. I was really surprised or impressed by the data I saw in this scenario because:

*Students should write a reflective paragraph about their Gapminder research. This paragraph will also be reviewed by other UNMDG #3 team members before they decide what scenario to share with the class and philanthropic committee.*

2. Save your chosen scenario by clicking the “Share Graph” button at the top of the graph. A pop-up dialog window will appear with a unique website address, which is a TinyURL. Record this address here:

*Students should record their unique TinyURL.*

3. Compose an email to your teacher with your TinyURL in the body of the message. Your teacher will provide an email address to which to send the message.

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### PART IV: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1</b>	Student’s response addresses one or less of the prompts.	Student’s response addresses two of the three prompts.	Student’s response addresses each of the three prompts.	Student’s response addresses each of the three prompts AND provides additional information about what makes this data scenario particularly convincing.
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**GOAL #4:  
CHILD  
HEALTH**

**PART I — IDENTIFYING THE GOAL**

1. Write out the formal title of Goal #1.

*Reduce Child Mortality.*

2. Write out the one UNMDG target related to this goal.

*Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate.*

3. Describe in two to three sentences what this goal means to you.

*Answers will vary but should include a realization that efforts should be made to ensure that fewer children die before their fifth birthday, in fact, two-thirds fewer deaths should occur.*

**PART I: Scoring Rubric**

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1-3</b>	Incorrectly records the formal title of the goal AND related target(s) AND incorrectly paraphrases the UN definition of the goal.	Incorrectly records the formal title of the goal OR related target(s) OR incorrectly paraphrases the UN definition of the goal.	Records the correct and complete formal title of the goal and related target(s) AND paraphrases the UN definition of the goal in two to three sentences.	Records the correct and complete formal title of the goal AND related target(s) AND describes in two to three sentences what the goal means to them personally.

**PART II — EXPLORING GLOBAL DATA**

1. Use the IHME map and data (located at the bottom of the website) to complete **Table 1**. Record the five countries with the greatest number of infant deaths per 1,000 babies.

**Table 1**

Country	# of Deaths per 1,000 Children (Under 5)
Equatorial Guinea	180
Chad	168
Mali	161
Niger	161
Guinea-Bissau	158

2. How many countries were visited as part of a measles campaign between 2001-2008?

*57 countries.*

3. How many countries were visited in 2010?

*25 countries.*

**PART II: Scoring Rubric**

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1-3</b>	Provides correct response for one question.	Provides correct responses for two questions.	Provides correct responses for all three questions.	N/A

## PART IV — BUILDING YOUR DATA SCENARIO

1. Review all the Gapminder graphs that you have built. Decide which graph—or Gapminder scenario—is the most convincing about the progress made toward reaching Goal #4 by 2015. For example, do you see a number of countries in your scenario making progress towards the goal that indicates a trend you want to show to the rest of your team members? After you have selected your most convincing Gapminder scenario, write five notes as to why you have selected this scenario.

a. Is there a correlation between health care dollars spent and the number of children getting vaccinated for DTP?

*Yes, there is a positive correlation.*

b. Name three countries that have for five or more years increased the number of children getting vaccinated for DTP.

*There are many countries, including Ethiopia, Pakistan, Eritrea, Indonesia, DR Congo, Togo, North Korea, Cameroon, Senegal, Sudan, and Nigeria.*

c. This scenario is the most convincing because:

d. It is also convincing because:

e. I was really surprised or impressed by the data I saw in this scenario because:

*Students should write a reflective paragraph about their Gapminder research.*

*This paragraph will also be reviewed by other UNMDG #4 team members before they decide what scenario to share with the class and philanthropic committee.*

2. Save your chosen scenario by clicking the “Share Graph” button at the top of the graph. A pop-up dialog window will appear with a unique website address, which is a TinyURL. Record this address here:

*Students should record their unique TinyURL.*

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### PART IV: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1</b>	Student’s response addresses one or less of the prompts.	Student’s response addresses two of the three prompts.	Student’s response addresses each of the three prompts.	Student’s response addresses each of the three prompts AND provides additional information about what makes this data scenario particularly convincing.
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**GOAL #5:  
MATERNAL  
HEALTH**

**PART I — IDENTIFYING THE GOAL**

1. Write out the formal title of Goal #5.

*Improve Maternal Health.*

2. Write out the one target related to this goal.

*Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio.*

3. Describe in two to three sentences what this goal means to you.

*Answers will vary. Students should attempt to define the maternal mortality ratio. Students' answers should also discuss the frequency with which women around the world suffer health challenges during pregnancy and delivery, and a discussion of a lack of facilities and professionals available in developing countries during labor and delivery.*

**PART I: Scoring Rubric**

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1–3</b>	Incorrectly records the formal title of the goal AND related target(s) AND incorrectly paraphrases the UN definition of the goal.	Incorrectly records the formal title of the goal OR related target(s) OR incorrectly paraphrases the UN definition of the goal.	Records the correct and complete formal title of the goal and related target(s) AND paraphrases the UN definition of the goal in two to three sentences.	Records the correct and complete formal title of the goal AND related target(s) AND describes in two to three sentences what the goal means to them personally.

**PART II — EXPLORING GLOBAL DATA**

1. Complete **Table 1** using the websites listed above.

**Table 1**

Country	Maternal Mortality Ratio (Per 100,000 Live Births) in 2005	Female Life Expectancy at Birth (Years) in 2007
Afghanistan	1,800	42
Chad	1,500	47
Lesotho	960	47
Sierra Leone	2,100	43
United States	11	81
Zimbabwe	880	44

2. Complete **Table 2** using the website listed above.

**Table 2**

Country	Births Attended by Skilled Health Personnel (% of Births) in 2000-2008
Afghanistan	14%
Chad	14%
Lesotho	55%
Sierra Leone	42%
United States	99%
Zimbabwe	69%

3. Using the data in **Table 2**, circle the correct word to complete the following sentences:

- There is an *inverse* relationship between maternal mortality and attendance of a skilled health care worker care.
- There is an *inverse* relationship between maternal mortality and maternal life expectancy.
- There is a *direct* relationship between maternal life expectancy and access to skilled health care workers.

**PART II: Scoring Rubric**

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1-3</b>	Provides correct response for one question.	Provides correct responses for two questions.	Provides correct responses for all three questions.	N/A

**PART IV — BUILDING YOUR DATA SCENARIO**

- Review all the Gapminder graphs that you have built. Decide which graph—or Gapminder scenario—is the most convincing about the progress made toward reaching Goal #5 by 2015. For example, do you see a number of countries in your scenario making progress towards the goal that indicates a trend you want to show to the rest of your team members? After you have selected your most convincing Gapminder scenario, write three notes as to why you have selected this scenario.
  - This scenario is the most convincing because:
  - It is also convincing because:
  - I was really surprised or impressed by the data I saw in this scenario because:

*Students should write a reflective paragraph about their Gapminder research. This paragraph will also be reviewed by other UNMDG #5 team members before they decide what scenario to share with the class and philanthropic committee.*

- Save your chosen scenario by clicking the “Share Graph” button at the top of the graph. A pop-up dialog window will appear with a unique website address, which is a TinyURL. Record this address here:

*Students should record their unique TinyURL.*

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#### PART IV: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1</b>	Student's response addresses one or less of the prompts.	Student's response addresses two of the three prompts.	Student's response addresses each of the three prompts.	Student's response addresses each of the three prompts AND provides additional information about what makes this data scenario particularly convincing.
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## GOAL #6: COMBAT HIV/AIDS

### PART I — IDENTIFYING THE GOAL

1. Write out the formal title of Goal #6.

*Combat HIV/AIDS, malaria, and other diseases.*

2. Write out the one target related to this goal.

*Have halted by 2015 and begun to reverse the spread of HIV/AIDS.*

3. Describe in two to three sentences what this goal means to you.

*Answers will vary, but should include an awareness of the broad impact of the AIDS epidemic. Additionally, students could mention the following: the impact on women and newborns; how the HIV virus increases the severity of other global scourges (such as malaria and TB); and the variety of activities and tools that influence the epidemic (education, wealth, condoms, treatment, etc.).*

#### PART I: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1–3</b>	Incorrectly records the formal title of the goal AND related target(s) AND incorrectly paraphrases the UN definition of the goal.	Incorrectly records the formal title of the goal OR related target(s) OR incorrectly paraphrases the UN definition of the goal.	Records the correct and complete formal title of the goal and related target(s) AND paraphrases the UN definition of the goal in two to three sentences.	Records the correct and complete formal title of the goal AND related target(s) AND describes in two to three sentences what the goal means to them personally.

## PART II — EXPLORING GLOBAL DATA

1. Complete **Table 1** using the websites listed above.

**Table 1**

Country	Deaths Related to AIDS in a Given Year	# of Adults Living with HIV
France	1,700	150,000
Haiti	7,100	110,000
India	170,000	2,300,000
South Africa	1,800,000	5,300,000
Uganda	64,000	1,100,000
United States	17,000	1,200,000

2. The data in **Table 1** clearly shows that people in some countries are able to survive HIV infections without dying of AIDS. Which country has the fewest people annually dying of AIDS?

*France.*

3. People in Uganda are *less* likely than Americans to survive an HIV infection?

4. List three factors that you think are contributing to the reality that there are different HIV survival rates around the world.

*Answers will vary, but should include three of the following:*

- *Access to medicine*
- *Malnutrition*
- *Mother to child transmission*
- *Stigma/social issues*
- *Secondary infections in addition to HIV (such as TB and malaria)*
- *Availability of sex education programs*
- *Access to condoms*

5. Explore these facts by completing **Table 2** using the websites listed above.

**Table 2**

Country	Percentage of Women Who Use Contraceptives During Sex (age 15-49)	Number of Orphan Children, where Parents have Died of AIDS	Number of Hospital Beds per 100,000 People	Number of Tuberculosis Cases (per 100,000 people)
Chad	2.8%	72,000	0.72	168
France	70.7%	~0	7.7	6
Haiti	28.1%	200,000	0.8	190
India	47%	N/A	0.9	199
Uganda	22.8%	884,000	0.92	187
United States	64.2%	~0	3.3	2

### PART II: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1–3</b>	Provides correct responses for two or fewer questions.	Provides correct responses for three questions.	Provides correct responses for four questions.	Provides correct responses for all five questions.

## PART IV — BUILDING YOUR DATA SCENARIO

1. Review all the Gapminder graphs that you have built. Decide which graph—or Gapminder scenario—is the most convincing about the progress made toward reaching Goal #6 by 2015. For example, do you see a number of countries in your scenario making progress towards the goal that indicates a trend you want to show to the rest of your team members? After you have selected your most convincing Gapminder scenario, write three notes as to why you have selected this scenario.
  - a. This scenario is the most convincing because:
  - b. It is also convincing because:
  - c. I was really surprised or impressed by the data I saw in this scenario because:

*Students should write a reflective paragraph about their Gapminder research. This paragraph will also be reviewed by other UNMDG #6 team members before they decide what scenario to share with the class and philanthropic committee.*

2. Save your chosen scenario by clicking the “Share Graph” button at the top of the graph. A pop-up dialog window will appear with a unique website address, which is a TinyURL. Record this address here:

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*Students should send the teacher an email with their TinyURL in the message body.*

### PART IV: Scoring Rubric

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<b>Questions 1</b>	Student's response addresses one or less of the prompts.	Student's response addresses two of the three prompts.	Student's response addresses each of the three prompts.	Student's response addresses each of the three prompts AND provides additional information about what makes this data scenario particularly convincing.
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**GOAL #7:  
ENVIRONMENTAL  
SUSTAINABILITY**

**PART I — IDENTIFYING THE GOAL**

1. Write out the formal title of Goal #7.

*Ensure environmental sustainability.*

2. Write out the four targets related to this goal.

- *Integrate the principles of sustainable development into country policies and programs and reverse the loss of environmental resources.*
- *Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss.*
- *Halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation.*
- *Have achieved by 2020 a significant improvement in the lives of at least 100 million slum dwellers.*

3. Describe in two to three sentences what this goal means to you.

*Answers will vary, but should include an understanding that nurturing existing and future resources is essential to continuing good human health around the world. Additionally, students could discuss forestry, agriculture, sanitation, urban development, and water access practices.*

**PART I: Scoring Rubric**

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1–3</b>	Incorrectly records the formal title of the goal AND related target(s) AND incorrectly paraphrases the UN definition of the goal.	Incorrectly records the formal title of the goal OR related target(s) OR incorrectly paraphrases the UN definition of the goal.	Records the correct and complete formal title of the goal and related target(s) AND paraphrases the UN definition of the goal in two to three sentences.	Records the correct and complete formal title of the goal AND related target(s) AND describes in two to three sentences what the goal means to them personally.

**PART II — EXPLORING GLOBAL DATA**

1. Complete **Table 1** using the websites listed above.

**Table 1**

Country	Land Area Covered by Forest (km <sup>2</sup> )	Ratio of Land Having Wilderness Protection	Carbon Dioxide Emissions (per capita)
China	1,972,900	31.5%	3,473,600
Colombia	607,280	48.3%	63,998
Costa Rica	23,910	0.02%	5,223
Mexico	642,380	17.7%	385,075
Sudan	675,460	41.4%	5,852
United States	3,030,890	35.9%	5,762,050

2. Using the data from **Table 1**, compare the forest sizes of China to the United States. Which country has dedicated the larger portion of its land to wilderness protection? By how much?

*China has about  $\frac{2}{3}$  the forest area of the United States. The U.S. has dedicated more land to wilderness protection, about 4% more.*

3. Colombia is 1,038,700 km<sup>2</sup>. At 2,376,000 km<sup>2</sup>, the country of Sudan in Africa is twice as big in total land size. Compare the amount of land with wilderness protection and the carbon dioxide emissions for Colombia and Sudan.

*41.4% of Sudan is protected wilderness. 48.3% of Colombia is protected. Colombia has 10x higher per capita CO<sub>2</sub> emissions than Sudan.*

4. Learn about drinking water by completing **Table 2**. Use the websites suggested above.

**Table 2**

Country	Access to Sanitation	Percent of People with Access to an Improved Water Source	Amount of Available Renewable Drinking Water (cubic meters)
China	55%	89%	2,259
Colombia	74%	92%	50,635
Costa Rica	95%	97%	27,932
Mexico	85%	94%	4,624
Sudan	34%	57%	2,074
United States	100%	99%	Not Available

5. In the United States, federal laws and funding programs ensure that human waste is treated and that most Americans have clean water to drink. Of the countries you researched above, which country has the most renewable water?

*Colombia.*

6. What percentage of people in that country have their wastewater treated?

*74%.*

**PART II: Scoring Rubric**

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1-6</b>	Provides correct responses for three or fewer questions.	Provides correct responses for four questions.	Provides correct responses for five questions.	Provides correct responses for all six questions.

## PART IV — BUILDING YOUR DATA SCENARIO

1. Review all the Gapminder graphs that you have built. Decide which graph—or Gapminder scenario—is the most convincing about the progress made toward reaching Goal #7 by 2015. For example, do you see a number of countries in your scenario making progress towards the goal that indicates a trend you want to show to the rest of your team members? After you have selected your most convincing Gapminder scenario, write three notes as to why you have selected this scenario.

- a. This scenario is the most convincing because:
- b. It is also convincing because:
- c. I was really surprised or impressed by the data I saw in this scenario because:

*Students should write a reflective paragraph about their Gapminder research. This paragraph will also be reviewed by other UNMDG #7 team members before they decide what scenario to share with the class and philanthropic committee.*

2. Save your chosen scenario by clicking the “Share Graph” button at the top of the graph. A pop-up dialog window will appear with a unique website address, which is a TinyURL. Record this address here:

*Students should record their unique TinyURL.*

3. Compose an email to your teacher with your TinyURL in the body of the message. Your teacher will provide an email address to which to send the message.

*Students should send the teacher an email with their TinyURL in the message body.*

### PART IV: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1</b>	Student’s response addresses one or less of the prompts.	Student’s response addresses two of the three prompts.	Student’s response addresses each of the three prompts.	Student’s response addresses each of the three prompts AND provides additional information about what makes this data scenario particularly convincing.
<b>Questions 2</b>	TinyURL is not recorded.	—	TinyURL is recorded.	—
<b>Questions 3</b>	Email does not include a TinyURL for a Gapminder data scenario.	Email contains a unique TinyURL for a data scenario with no connection to team’s UNMDG.	Email contains a unique TinyURL for a data scenario with some connection to team’s UNMDG.	Email contains a unique TinyURL for a data scenario with a strong connection to team’s UNMDG.

**GOAL #8:  
GLOBAL  
PARTNERSHIP**

**PART I — IDENTIFYING THE GOAL**

1. Write out the formal title of Goal #8.

*Develop a Global Partnership for Development.*

2. UNMDG # 8 has seven targets that relate to debt, youth employment, cost of pharmaceutical drugs, and access to new technologies. Explain in your own words why you think the United Nation wants developing nations to have a strategy that explicitly addresses youth employment and access to mobile phones?

*Answers will vary, however students should address the need for today's people to be able to communicate globally and thereby gain access to the markets of developed countries.*

3. Describe in two to three sentences what this goal means to you.

*Answers will vary, however students should address that mobile phones and the internet allow distant and land locked nations to interact in the global markets. Some students may discuss the cost of needed drugs, and the challenge of matching production costs to the resources of impoverished nations.*

**PART I: Scoring Rubric**

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1-3</b>	Incorrectly records the formal title of the goal AND related target(s) AND incorrectly paraphrases the UN definition of the goal.	Incorrectly records the formal title of the goal OR related target(s) OR incorrectly paraphrases the UN definition of the goal.	Records the correct and complete formal title of the goal and related target(s) AND paraphrases the UN definition of the goal in two to three sentences.	Records the correct and complete formal title of the goal AND related target(s) AND describes in two to three sentences what the goal means to them personally.

**PART II — EXPLORING GLOBAL DATA**

1. Describe how the region of North America looks to you.

*Like a skinny backwards letter "j." It looks tiny.*

2. Name a region where a great proportion of people live on \$1 per day.

*India or the African continent.*

3. Was this type of illustration useful and informative to you when thinking about poverty trends? Can you find the financially troubled areas quickly?

*Answers to this question are personal and will vary.*

4. Use the websites suggest above to complete **Table 1**.

**Table 1**

Country	Percent of Working-age People Without Employment	Total Public and Private Debt Owed to Non-residents Repayable in Foreign Currency, Goods, or Services (\$)
China	35%	2,700,000,000
Colombia	14.5%	11,550,000,000
Costa Rica	5.6%	177,000,000,000
Mexico	7.5%	53,140,000,000
Sudan	18.1%	2,410,000,000,000
United States	9.3%	13,450,000,000,000

5. Name the country with the highest unemployment.

*China.*

6. Name the country with the greatest debt.

*United States.*

**PART II: Scoring Rubric**

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1–6</b>	Provides correct responses for three or fewer questions.	Provides correct responses for four questions.	Provides correct responses for five questions.	Provides correct responses for all six questions.

**PART IV — BUILDING YOUR DATA SCENARIO**

1. Review all the Gapminder graphs that you have built. Decide which graph—or Gapminder scenario—is the most convincing about the progress made toward reaching Goal #8 by 2015. For example, do you see a number of countries in your scenario making progress towards the goal that indicates a trend you want to show to the rest of your team members? After you have selected your most convincing Gapminder scenario, write three notes as to why you have selected this scenario.

- a. This scenario is the most convincing because:
- b. It is also convincing because:
- c. I was really surprised or impressed by the data I saw in this scenario because:

*Students should write a reflective paragraph about their Gapminder research. This paragraph will also be reviewed by other UNMDG #8 team members before they decide what scenario to share with the class and philanthropic committee.*

2. Save your chosen scenario by clicking the “Share Graph” button at the top of the graph. A pop-up dialog window will appear with a unique website address, which is a TinyURL. Record this address here:

*Students should record their unique TinyURL.*

3. Compose an email to your teacher with your TinyURL in the body of the message. Your teacher will provide an email address to which to send the message.

*Students should send the teacher an email with their TinyURL in the message body.*

#### PART IV: Scoring Rubric

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Questions 1</b>	Student's response addresses one or less of the prompts.	Student's response addresses two of the three prompts.	Student's response addresses each of the three prompts.	Student's response addresses each of the three prompts AND provides additional information about what makes this data scenario particularly convincing.
<b>Questions 2</b>	TinyURL is not recorded.	—	TinyURL is recorded.	—
<b>Questions 3</b>	Email does not include a TinyURL for a Gapminder data scenario.	Email contains a unique TinyURL for a data scenario with no connection to team's UNMDG.	Email contains a unique TinyURL for a data scenario with some connection to team's UNMDG.	Email contains a unique TinyURL for a data scenario with a strong connection to team's UNMDG.





# Teacher Scoring Rubric

## Scoring Rubric for Each Team's UNMDG PowerPoint Slides or Posters

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Slide #1</b> <b>Title Slide</b>	Missing two or more of the following components: UNMDG title, team member names, and three trends or ideas about the future of team's UNMDG.	Missing one of the following components: UNMDG title, team member names, and three trends or ideas about the future of team's UNMDG.	Includes UNMDG title, team member names, and three trends or ideas about the future of team's UNMDG.	Includes UNMDG title, team member names, and three strong trends or ideas about the future of team's UNMDG.
<b>Slide #2</b> <b>TinyURL Slide</b>	Does not include TinyURL or screenshot OR data scenario is not relevant to the team's UNMDG.	Includes TinyURL link AND data scenario is relevant to the team's UNMDG.	Includes TinyURL link and screenshot AND data scenario is relevant to the team's UNMDG.	Includes TinyURL link and shows animated data scenario in motion AND data scenario is relevant to the team's UNMDG.
<b>Slide #3</b> <b>Reflection Slide</b>	Does not include evidence from team's research about progress made toward meeting their UNMDG by 2015.	Includes weak evidence from team's research about progress made toward meeting their UNMDG by 2015.	Includes convincing evidence from team's research about progress made toward meeting their UNMDG by 2015.	Includes convincing evidence from team's research about progress made toward meeting their UNMDG by 2015 AND states why this goal would be a smart investment.
<b>Overall Design</b>	Difficult to read and information disorganized.	Some difficulty reading text and not well organized.	Pleasing slide design, easy to read, and clearly organized.	Pleasing slide design, easy to read, clearly organized AND professional aesthetic.

### Scoring Rubric for Each Team's UNMDG Presentation

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b>Preparation</b>	Team unprepared and did not present.	Team presented, but was clearly not prepared.	Team presentation showed some evidence of preparation.	Team presentation showed clear evidence of advance preparation and rehearsal.
<b>Participation</b>	Two or more team members did not participate in the delivery of the presentation.	One team member did not participate in the delivery of the presentation.	All team members participated in the delivery of presentation.	All members played an active role in the delivery of the presentation AND seemed well prepared and spoke in a professional tone.
<b>Provided Evidence of Meeting their Goal by 2015</b>	Team did not report on the progress toward meeting team's UNMDG by 2015.	Team reported on the progress toward meeting team's UNMDG by 2015.	Team reported on the progress toward meeting team's UNMDG by 2015 AND supported their argument with evidence from Gapminder.	Progress toward meeting team's UNMDG by 2015 was supported with evidence from Gapminder AND at least one additional data source.

### Scoring Rubric for Each Team's Review of the Philanthropy Summit Presentations

Dimension	NEEDS WORK	APPROACHING PROFICIENT	PROFICIENT	EXEMPLARY
<b><i>Philanthropy Summit Review Sheet—Part III Student Handout</i></b>	Prepared assessments of four or fewer teams.	Prepared assessments of five to six teams.	Prepared assessments of all seven teams.	Prepared assessments of all seven teams AND their team was voted as having one of the goals most likely to receive funding.

