DESTINATION IMAGINATION PRESENTS

CONNECTING

The Standards

2018-2019 CHALLENGE SEASON

EDUCATIONAL STANDARDS GUIDE

DESTINATION IMAGINATION®

Connecting the Standards

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Destination Imagination, Inc. is a 501(c)(3) Nonprofit Education Organization.

CONTENTS

Overview

National Education Standards

STEM Standards

Common Core Standards

OVERVIEW

OUR VISION

To be the global leader in teaching the creative process from imagination to innovation.

OUR MISSION

To develop opportunities that inspire the global community of learners to utilize diverse approaches in applying 21st century skills and creativity.

The Destination Imagination Challenge Experience is a fun, hands-on system of learning that fosters students' creativity, courage, and curiosity through open-ended academic Challenges in the fields of STEM (science, technology, engineering, and mathematics), fine arts, and service learning. Our participants learn patience, flexibility, persistence, ethics, respect for others and their ideas, and the collaborative problem solving process. Teams may showcase their solutions at a tournament.

A SUMMARY OF THE CREATIVE PROCESS

Our goal at Destination Imagination (DI) is to give students the chance to learn and experience the creative process. The creative process integrates Bloom's Taxonomy, the scientific method, 21st century skills, collaborative problem solving, and the stages of practical inquiry and whole child education. The following are the components of the creative process that our participants experience while solving our Challenges.

Recognize

- Becoming aware of the Challenge
- Gaining an in-depth understanding of the Challenge

Imagine

- Generating ideas with team members
- Focusing on promising ideas
- Creating a project timeline

Initiate & Collaborate

- Researching, exploring, and experimenting
- Committing to options
- Building and completing all requirements

Assess

- Assessing progress
- Reworking or reimagining ideas
- Practicing presenting the solution

Evaluate & Celebrate

- Presenting at a tournament
- Reflecting on and celebrating the experience

GOALS

What do we hope to accomplish with this guide?

- To demonstrate how the Challenges meet the National Educational Standards and how they connect to 21st century skills.
- To note which specific standards are addressed in each particular Challenge.
- To examine each Challenge with the focus on the learning environment.
- To demonstrate how teams use the Life-Work Standards, Thinking and Reasoning Standards, Behavioral Standards, Self-Regulating Standards, and Working with Others Standards as they work on Challenge solutions.
- To inform students and educators of the creative process.

METHODS

What methods were used to connect the Standards and the Challenges? Educators and subject matter experts:

- Listed the McRel Standards for each individual curricular area.
- Examined each standard and decided if it was addressed in every particular Challenge.
- Designated the connections with an X on the individual charts.

ASSESSMENTS

How will we assess our successes?

- By discussing the connection of the Challenges and the standards with team members, Team Managers, and other interested parties.
- By asking team members which standards are being addressed by the various Challenges.
- Authentic Assessment - By observing if the team members display the Life-Work Standards, Thinking and Reasoning Standards, Behavioral Studies Standards, Self-Regulating Standards, and Working with Others Standards as they work with other team members.
- Challenge solutions that are taken to tournaments are assessed and scored by Appraisers based on the team's ability to meet the Challenge requirements.
- Instant Challenges require teams to engage in quick critical thinking. The team's solutions are assessed based on teamwork, creativity, and the ability to meet the Challenge requirements.

2018-19 CHALLENGE OVERVIEWS

LEARNING OUTCOMES: Aircraft Design, Technical Engineering & Design, Accuracy & Precision, Effective Storytelling

- Design and build an aircraft that takes off, flies, and lands.
- Design the aircraft to deliver a team-created payload.
- Create and present a story about one or more characters exploring a remote place.
- Create and present two Team Choice Elements that show off the team's interests, skills, areas of strength, and talents.

LEARNING OUTCOMES: Anatomy & Physiology, Medical Science, Technology, Effective Storytelling

- Research the human body and medical conditions that affect the human body.
- Create and present a story about a medical mystery that affects a human character.
- Design and build a representation that shows the medical mystery and at least one symptom.
- Present an action or scene that is shown from two or more perspectives at the same time.
- Create and present two Team Choice Elements that show off the team's interests, skills, areas of strength, and talents.

LEARNING OUTCOMES: Structural Integrity & Failure, Structural Engineering, Technical Design, Effective Storytelling

- Design and build a structure that can support weight without breaking.
- Test the structure by placing weights and then removing them.
- Create and present a story in which the sudden appearance of a monster has surprising results.
- Design and create a special effect to enhance the sudden appearance of the monster and/or the events surrounding the monster in the story.
- Create and present two Team Choice Elements that show off the team's interests, skills, areas of strength, and talents.

LEARNING OUTCOMES: Game Design, Theatrical Set & Prop Design, Technical Design, Theater Arts Skills

- Create and present a story that integrates research of a team-selected game.
- Create and present a game gizmo that causes an action or event to occur.
- Design and create a container that goes through a transformation.
- Design either the game gizmo or the container to be a technical element.
- Create and present two Team Choice Elements that show off the team's interests, skills, areas of strength, and talents.

2018-19 CHALLENGE OVERVIEWS

LEARNING OUTCOMES: Cultural Competency, Character Development, Nonverbal Communication, Effective Storytelling

- Research historical figures found on coins from around the world.
- Create and present an improvisational skit that includes the historical figures in a tale.
- Integrate an event that has an impact on the tale.
- Present the skit in two parts, changing between comedy and tragedy.
- Present the skit in two styles, changing from verbal to nonverbal.

LEARNING OUTCOMES: Social Entrepreneurship, Project Management, Theater Arts Skills, Effective Storytelling

- Identify, design, and carry out a project that addresses a need in a real community.
- Create and theatrically present a story that builds suspense about characters who attempt an escape.
- Integrate information about the project through clues that help the characters attempt to escape.
- Integrate information about the future of the project.
- Create and present two Team Choice Elements that show off the team's interests, skills, areas of strength, and talents.

LEARNING OUTCOMES: Technical Design, Theatrical Set & Prop Design, Improvisational Skills, Effective Storytelling

- Explore fiction and nonfiction stories.
- Create and present a story that combines elements of both fiction and nonfiction.
- Design and build a technical device.
- Create an interactive, life-size pop-up book to help tell the story.
- Integrate a randomly selected item into the story.

Instant Challenges require teams to engage in quick, creative, and critical thinking. At a tournament, a team will receive an Instant Challenge and the materials with which to solve it. The team members must think on their feet by applying appropriate skills to produce a solution in a period of just five to eight minutes. Instant Challenges are performance-based, task-based, or a combination of the two. Although each Instant Challenge has different requirements, all Instant Challenges reward teams for their teamwork. Instant Challenges are kept confidential until the day of the tournament.

NATIONAL EDUCATION STANDARDS

LIFE-WORK STANDARDS

		TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1.	Makes effective use of tools	X	X	X	X		X	X	X
2.	Uses various information sources, including those of a technical nature, to accomplish specific tasks	X	X	X	X	X	X	X	X
3.	Manages money	X	X	X	X		X		
4.	Pursues specific jobs	X	X	X	X	X	X	X	
5.	Makes general preparation for entering the workforce	X	X	X	X	X	X	X	X
6.	Makes effective use of basic life skills	X	X	X	X	X	X	X	X
7.	Displays reliability and a basic work ethic	X	X	X	X	X	X	X	X
8.	Operates effectively within organizations	X	X	X	X	X	X	X	X

THINKING AND REASONING STANDARDS

		TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1.	Understands and applies the basic principles of presenting an argument	X	X	X	X	X	X	X	X
2.	Understands and applies basic principles of logic and reasoning	X	X	X	X	X	X	X	X
3.	Effectively uses mental processes that are based on identifying similarities and differences	X	X	X	X	X	X	X	X
4.	Understands and applies basic principles of hypothesis testing and scientific inquiry	X	X	X	X	X	X	X	X
5.	Applies basic trouble-shooting and problem-solving techniques	X	X	X	X	X	X	X	X
6.	Applies decision-making techniques	X	X	X	X	X	X	X	X

NATIONAL EDUCATION STANDARDS

WORKING WITH OTHERS STANDARDS

		TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1.	Contributes to the overall effort of a group	X	X	X	X	X	X	X	X
2.	Uses conflict-resolution techniques	X	X	X	X	X	X	X	X
3.	Works well with diverse individuals and in diverse situations	X	X	X	X	X	X	X	X
4.	Displays effective interpersonal communication skills	X	X	X	X	X	X	X	X
5.	Demonstrates leadership skills	X	X	X	X	X	X	X	X

WRITING STANDARDS

		TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1.	Uses the general skills and strategies of the writing process	X	X	X	X		X	X	
2.	Uses the stylistic and rhetorical aspects of writing	X	X	X	X		X	X	
3.	Uses grammatical and mechanical conventions in written compositions	X	X	X	X		X	X	
4.	Gathers and uses information for research purposes	X	X	X	X	X	X	X	

READING STANDARDS

		TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1.	Uses the general skills and strategies of the reading process	X	X	X	X	X	X	X	X
2.	Uses reading skills and strategies to understand and interpret a variety of informational texts	X	X	X	X	X	X	X	X

NATIONAL EDUCATION STANDARDS

LISTENING AND SPEAKING STANDARDS*

	TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1. Uses listening and speaking strategies for different purposes	X	X	X	X	X	X	X	X

*All of the Challenges, including Instant Challenge, involve a high degree of listening and speaking. These are primary components for all Destination Imagination Challenges.

MATHEMATICS STANDARDS

	TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1. Uses a variety of strategies in the problem-solving process	X	X	X	X	X	X	X	X
2. Understands and applies basic and advanced properties of the concepts of numbers	X	X	X	X	X	X	X	X
3. Uses basic and advanced procedures while performing the processes of computation	X	X	X	X		X	X	X
4. Understands and applies basic and advanced properties of the concepts of measurement	X	X	X	X		X	X	X
5. Understands and applies basic and advanced properties of the concepts of geometry	X	X	X	X		X	X	X
6. Understands and applies basic and advanced concepts of statistics and data analysis					X	X		
7. Understands and applies basic and advanced concepts of probability					X			
8. Understands the general nature and uses of mathematics	X	X	X					
9. Understands and applies basic and advanced properties of functions and algebra	X	X	X					

NATIONAL EDUCATION STANDARDS

GEOGRAPHY STANDARDS

		TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1.	Understands the characteristics and uses of map, globes, and other geographic tools and technologies								
2.	Knows the location of places, geographic features, and patterns of the environment								
3.	Understands the characteristics and uses of spatial organization of Earth's surface								
4.	Understands the physical and human characteristics of place	X			X	X	X		
5.	Understands the concept of regions								
6.	Understands that culture and experience influence people's perceptions of places and regions				X	X			
7.	Knows the physical processes that shape patterns on Earth's surface								
8.	Understands the characteristics of ecosystems on Earth's surface								
9.	Understands the nature, distribution, and migration of human populations on Earth's surface								
10.	Understands the nature and complexity of Earth's cultural mosaics					X			
11.	Understands the patterns and networks of economic interdependence on Earth's surface								
12.	Understands the patterns of human settlement and their causes								
13.	Understands the forces of cooperation and conflict that shape the divisions of Earth's surface								
14.	Understands how human actions modify the physical environment	X					X		
15.	Understands how physical systems affect human systems								
16.	Understands the changes that occur in the meaning, use, distribution, and importance of resources	X							
17.	Understands how geography is used to interpret the past								
18.	Understands global development and environmental issues								

NATIONAL EDUCATION STANDARDS

HISTORY STANDARDS

	TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING:	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1. Understands family life now and in the past, and family life in various places long ago								
2. Understands the history of a local community and how communities in North America varied long ago								
3. Understands the people, events, problems, and ideas that were significant in creating the history of their state								
4. Understands how democratic values came to be and how they have been exemplified by people, events, and symbols								
5. Understands the causes and nature of movements of large groups of people into and within the United States, now and long ago								
6. Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage								
7. Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe				X	X			
8. Understands major discoveries in science and technology, some of their social and economic effects, and major scientists and inventors responsible for them					X			

SCIENCE STANDARDS

	TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1. Understands atmospheric processes and the water cycle								
2. Understands Earth's composition and structure								
3. Understands the composition and structure of the universe and the Earth's place in it								
4. Understands the principles of heredity and related concepts		X						
5. Understands the structure and function of cells and organisms		X						
6. Understands relationships among organisms and their physical environment		X						
7. Understands biological evolution and the diversity of life		X						
8. Understands the structure and properties of matter	X	X	X	X				
9. Understands the sources and properties of energy	X	X	X	X				
10. Understands forces and motion	X	X	X	X				
11. Understands the nature of scientific knowledge	X	X	X	X				
12. Understands the nature of scientific inquiry	X	X	X	X				

NATIONAL EDUCATION STANDARDS

HEALTH STANDARDS

		TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1.	Knows the availability and effective use of health services, products, and information		X						
2.	Knows environmental and external factors that affect individual and community health		X						
3.	Understands the relationship of family health to individual health		X						
4.	Knows how to maintain mental and emotional health	X	X	X	X	X	X	X	X
5.	Knows essential concepts and practices concerning injury prevention and safety		X						
6.	Understands essential concepts about nutrition and diet		X						
7.	Knows how to maintain and promote personal health		X						
8.	Knows essential concepts about the prevention and control of disease		X						
9.	Understands aspects of substance use and abuse		X						
10.	Understands the fundamental concepts of growth and development		X						

THEATRE STANDARDS

		TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1.	Demonstrates competence in writing scripts	X	X	X	X		X	X	
2.	Uses acting skills	X	X	X	X	X	X	X	X
3.	Designs and produces informal and formal productions	X	X	X	X	X	X	X	X
4.	Directs scenes and productions	X	X	X	X	X	X	X	X
5.	Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning	X	X	X	X	X	X	X	X
6.	Understands the context in which theatre, film, television, and electronic media are performed today as well as in the past	X	X	X	X	X	X	X	

NATIONAL EDUCATION STANDARDS

MUSIC STANDARDS

1. Sings, alone and with others, a varied repertoire of music
2. Performs on instruments, alone and with others, a varied repertoire of music
3. Improvises melodies, variations, and accompaniments
4. Composes and arranges music within specified guidelines
5. Reads and notates music
6. Knows and applies appropriate criteria to music and music performances
7. Understands the relationship between music and history and culture

All of these Music Standards could be addressed by all Team Challenges as team members create their Team Choice Elements. In addition to the requirements of each Team Challenge, the team must present two creations called Team Choice Elements that demonstrate its interests, skills, areas of strength, and talents. The team may create anything it wishes for Team Choice Elements, including props, music, technical gadgets, costumes, and physical actions.

Each Team Choice Element will be evaluated in three ways: for creativity and originality; for the quality, workmanship, and/or effort that is evident; and for integration into the team's Presentation.

The area of music is one subject that is often selected in the Team Choice Element category. Many team members choose to play instruments, write original music, sing, or have music as an important part of their Presentations.

Standards #1,#3, #6, and #7 could be addressed in Instant Challenge. Teams often add a song to a Performance-Based Instant Challenge to elaborate upon their solution. Creating an original song in an Instant Challenge also adds to a creative solution.

To help team members learn more about their individual interests, they can fill out an Interest Inventory worksheet. This form is found in our Roadmap resource for teams. This inventory lists the eight areas of interest and helps the team members identify their own interests.

DANCE STANDARDS

1. Identifies and demonstrates movement elements and skills in performing dance
2. Understands choreographic principles, processes, and structures
3. Understands dance as a way to create and communicate meaning
4. Applies critical and creative thinking skills in dance
5. Understands dance in various cultures and historical periods
6. Understands connections between dance and healthful living

Many of these Dance Standards could be addressed by all team members as they create their Team Choice Elements. In addition to the requirements of each Team Challenge, the team must present two creations called Team Choice Elements that demonstrate its interests, skills, areas of strength, and talents. The team may create anything it wishes for Team Choice Elements, including props, music, technical gadgets, costumes, and physical actions.

Each Team Choice Element will be evaluated in three ways: for creativity and originality; for the quality, workmanship, and/or effort that is evident; and for integration into the team's Presentation.

The area of dance is one subject that is often selected in the Team Choice Element category. Many team members choose to dance or choreograph an original dance as an important part of their Presentations.

Standards #1 and #3 could be addressed in Instant Challenge. Teams could add a short dance routine or illustrate their solution through dance.

NATIONAL EDUCATION STANDARDS

VISUAL ARTS STANDARDS

		TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1.	Understands and applies media, techniques, and processes related to the visual arts	X	X	X	X		X	X	
2.	Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art	X	X	X	X		X	X	
3.	Knows a range of subject matter, symbols, and potential ideas in the visual arts	X	X	X	X		X	X	
4.	Understands the visual arts in relation to history and cultures				X				
5.	Understands the characteristics and merits of one's own artwork and the artwork of others	X	X	X	X		X	X	

PHYSICAL EDUCATION STANDARDS

1. Uses a variety of basic and advanced movement forms
2. Uses movement concepts and principles in the development of motor skills
3. Understands the benefits and costs associated with participation in physical activity
4. Understands how to monitor and maintain a health-enhancing level of physical fitness
5. Understands the social and personal responsibility associated with participation in physical activity

While Physical Education Standards are not specifically addressed in our Challenges, the team could select some physical activities for its Team Choice Elements. In addition to the requirements of each Team Challenge, the team must present two creations called Team Choice Elements that show off its interests, skills, areas of strength, and talents. The team may create anything it wishes for Team Choice Elements, including props, music, technical gadgets, costumes, and physical actions.

Each Team Choice Element will be evaluated in three ways: for creativity and originality; for the quality, workmanship, and/or effort that is evident; and for integration into the team's Presentation.

The area of physical activity is one subject that could be selected in the Team Choice Element category. Team members could incorporate gymnastics or other physical activity as an important part of their Presentation.

Standard #2 is observed by the Team Manager/Adult Leader. While team members are building, designing, writing, creating, painting, and constructing, the Team Managers/Adult Leaders are monitoring the progress and abilities of their team members.

NATIONAL EDUCATION STANDARDS

BEHAVIORAL STUDIES STANDARDS

		TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1.	Understands that group and cultural influences contribute to human development, identity, and behavior	X	X	X	X	X	X	X	X
2.	Understands various meanings of social group, general implications of group membership, and different ways that groups function	X	X	X	X	X	X	X	X
3.	Understands that interactions among learning, inheritance, and physical development affect human behavior	X	X	X	X	X	X	X	X

SELF-REGULATING STANDARDS

		TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1.	Sets and manages goals	X	X	X	X	X	X	X	X
2.	Performs self-appraisal	X	X	X	X	X	X	X	X
3.	Considers risks	X	X	X	X	X	X	X	X
4.	Demonstrates perseverance	X	X	X	X	X	X	X	X
5.	Maintains a healthy self-concept	X	X	X	X	X	X	X	X

NATIONAL EDUCATION STANDARDS

TECHNOLOGY STANDARDS

	TECHNICAL: ON TARGET	SCIENTIFIC: MEDICAL MYSTERY	ENGINEERING: MONSTER EFFECTS	FINE ARTS: GAME ON	IMPROVISATIONAL: HEADS UP	SERVICE LEARNING: ESCAPE ARTISTS	EARLY LEARNING: POP UP	INSTANT CHALLENGE
1. Knows the characteristics and uses of computer hardware and operating systems*								
2. Knows the characteristics and uses of computer software programs*								
3. Understands the relationships among science, technology, society, and the individual		X						
4. Understands the nature of technological design	X	X	X	X				
5. Understands the nature and operation of systems*								
6. Understands the nature and uses of different forms of technology*								

*Team members might address these standards as part of their solution in each Challenge, but they are not integral Challenge expectations.

STEM STANDARDS

CHALLENGE REQUIREMENT	STEM CONNECTION
1. Aircraft	The team must use technical methods to design and build an aircraft that takes off, flies, and lands. The aircraft must take off from takeoff zones identified within the presentation area and must land after crossing a landing line.
2. Payload Drops	The team must design the aircraft to use technical methods to deliver a team-created payload. The payload must be dropped into the payload drop zone within the presentation area. The team will earn points for the accuracy of payload drops.

CHALLENGE REQUIREMENT	STEM CONNECTION
1. Medical Mystery	The team must research the human body and medical conditions that affect the human body. The team will use its research to create and present a story about a medical mystery that affects a human character. The story must include at least one symptom and a diagnosis of the medical mystery.
2. Sympt-O-Matic	The team must use technical methods to design and create a Sympt-O-Matic, which will be integrated into the story. The Sympt-O-Matic is a physical representation of the anatomy of the human character experiencing the medical mystery and the effect of at least one symptom on the human character's anatomy.

CHALLENGE REQUIREMENT	STEM CONNECTION
1. Structure	The team must use engineering principles to design and build a structure that must support weight without breaking. The team will also use geometric properties in the design and construction of the structure.
2. Structure Specifications	The team must study the properties of materials such as aluminum foil, cork, duct tape, electrical tape, flexible plastic tubing, glue, balloons, rubber bands, monofilament fishing line, paper, wire, and wood in order to design and build a structure that can support weight without breaking. The team must also have knowledge of customary and/or metric measurements to build its structure.
3. Special Effect	The team must use technical methods to design and create a special effect that will be triggered by weight placement or removal. The special effect must enhance the sudden appearance of the monster and/or the events surrounding the monster in the story.

STEM STANDARDS

CHALLENGE REQUIREMENT	STEM CONNECTION
1. Container	The team must design and create a container that will enclose everything the team needs for its presentation. The container must also transform during the presentation. The team is likely to use geometric properies, measurement, and technical methods in the design and construction of the container.
2. Technical Element	The team must choose either its container or its game gizmo to be a technical element. The technical element must use technical methods to accomplish a team-defined task during the presentation.

CHALLENGE REQUIREMENT	STEM CONNECTION
1. Improv Elements	In this Challenge, the team does not prepare a presentation in advance. The team researches and practices with a variety of improvisational elements. At the tournament, improvisational elements are randomly selected and used in the presentation. The team can use the mathematical concept of probability to determine the chance of an improvisational element being selected.

CHALLENGE REQUIREMENT	STEM CONNECTION
1. Community Project	This Challenge does not require the team to connect its community project to STEM-related fields. However, it is possible for the team to select a community project that is STEM-related.
2. Presentation	This Challenge allows the team to include pre-recorded sounds and images in its presentation. The team may use some kind of technology to record and present the sounds and images.
3. Clues	The team must design and create three clues that present information about the community project. The team must choose clue types from a table to design and create two of the clues. From the table, the team may choose to design and create one of its clues using technical methods.

CHALLENGE REQUIREMENT	STEM CONNECTION
1. Pop-Up Book	The team will create a life-size pop-up book that shows the setting and helps to tell the story. Each page of the team's pop-up book should have at least one part that pops up or moves. The team is likely to use geometric principles, measurement,
2. Technical Device	The team will create a technical device that moves or does something to help tell the story. The team is likely to use geometry, measurement, and technical methods in the design and construction of the technical device.

COMMON CORE STANDARDS

MATHEMATICS

KINDERGARTEN

OPERATIONS AND ALGEBRAIC THINKING
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Represent addition and subtraction with objects.

- Early Learning Challenge: The team may practice adding and/or subtracting with objects as it designs and builds its pop-up book and its technical device.

MEASUREMENT & DATA
Describe and compare measurable attributes.
Describe measurable attributes of objects, such as length or weight.

- Early Learning Challenge: The team may talk about the measureable attributes of materials as it designs and builds its pop-up book and its technical device.

GEOMETRY
Identify and describe shapes.
Describe objects in the environment using names of shapes, and describe the relative positions of these objects.

- Early Learning Challenge: The team will need to describe relative positions of a variety of shapes as it designs and builds its pop-up book and its technical device.

Analyze, compare, create, and compose shapes.
Compose simple shapes to form larger shapes.

- Early Learning Challenge: The team may discuss the shapes that form the elements of its pop-up book and technical device. The team may also discuss the new shapes created by combining the elements to create its pop-up book and its technical device.

1ST GRADE

GEOMETRY
Reason with shapes and their attributes.
Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.

Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.

- Early Learning Challenge: The team will investigate various shapes in order to design and create its pop-up book and its technical device. The team may compose three-dimensional shapes to create a composite shape as it creates its pop-up book and its technical device.

COMMON CORE STANDARDS

MATHEMATICS

2ND GRADE

MEASUREMENT & DATA

Measure and estimate lengths in standard units.

Measure the length of an object by selecting and using appropriate tools.

- Early Learning Challenge: The team may use many measuring tools as it designs and builds its pop-up book and its technical device.

GEOMETRY

Reason with shapes and their attributes.

Recognize and draw shapes having specified attributes.

- Early Learning Challenge: The team will investigate various shapes in order to design and create its pop-up book and its technical device.

GRADES 3-5

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving multiplication and division.

Interpret whole-number quotients of whole numbers.

- Engineering Challenge: The team may use this skill to determine the weight held and removed ratio of its structure.

Write and interpret numerical expressions.

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

- Engineering Challenge: The team may use this skill to determine the weight held and removed ratio of its structure.

NUMBER AND OPERATIONS IN BASE TEN

Understand the place value system.

Use place value understanding to round decimals to any place.

- Engineering Challenge: The team may use this skill to determine the weight held and removed ratio of its structure.

COMMON CORE STANDARDS

MATHEMATICS

GRADES 3-5 (CONT'D)

NUMBER AND OPERATIONS – FRACTIONS

Apply and extend previous understandings of multiplication and division.

Solve real-world problems involving multiplication of fractions and mixed numbers.

Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

MEASUREMENT AND DATA

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Recognize area as an attribute of plane figures and understand concepts of area measurement.

Measure areas by counting unit squares.

Relate area to the operations of multiplication and addition.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

Geometric measurement: recognize perimeter.

Solve real-world and mathematical problems involving perimeters of polygons.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

COMMON CORE STANDARDS

MATHEMATICS

GRADES 3-5 (CONT'D)

Solve problems involving measurement and conversion of measurements.
Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

Geometric measurement: understand concepts of angle and measure angles.
Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

Convert like measurement units within a given measurement system.
Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

GEOMETRY
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.

Identify these in two-dimensional figures.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

COMMON CORE STANDARDS

MATHEMATICS

GRADES 6-8

RATIOS AND PROPORTIONAL RELATIONSHIPS

Understand ratio concepts and use ratio reasoning to solve problems.
Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Use ratio and rate reasoning to solve real-world and mathematical problems.

- Engineering Challenge: The team will use the concept of ratios in the design and construction of its structure. The team will earn points based on the weight held and removed ratio of its structure.

Analyze proportional relationships and use them to solve real-world and mathematical problems.
Recognize and represent proportional relationships between quantities.

- Engineering Challenge: The team will use the concept of ratios in the design and construction of its structure. The team will earn points based on the weight held and removed ratio of its structure.

EXPRESSIONS AND EQUATIONS

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
Solve multi-step, real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

GEOMETRY

Solve real-world and mathematical problems involving area, surface area, and volume.
Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

COMMON CORE STANDARDS

MATHEMATICS

GRADES 6-8 (CONT'D)

Draw, construct, and describe geometrical figures and describe the relationships between them. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

COMMON CORE STANDARDS

MATHEMATICS

GRADES 9-12

STATISTICS AND PROBABILITY

Investigate chance processes and develop, use, and evaluate probability models.

Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.

Develop a probability model and use it to find probabilities of events.

- In the Improvisational Challenge, the team may use this skill to determine the probability of selecting the various improvisational elements.

NUMBER AND QUANTITY

Reason quantitatively and use units to solve problems.

Use units as a way to understand problems and to guide the solution of multi-step problems.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

MODELING

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

COMMON CORE STANDARDS

MATHEMATICS

GRADES 9-12 (CONT'D)

GEOMETRY

Make geometric constructions.

Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

Apply geometric concepts in modeling situations.

Use geometric shapes, their measures, and their properties to describe objects.

Apply geometric methods to solve design problems.

The team may use these skills to:

- Design and construct its aircraft in the Technical Challenge.
- Design and construct its structure and its special effect in the Engineering Challenge.
- Design and construct its Sympt-O-Matic in the Scientific Challenge.
- Design and construct its container and its technical element in the Fine Arts Challenge.
- Design and construct one of its clues in the Service Learning Challenge.

COMMON CORE STANDARDS

ENGLISH/LANGUAGE ARTS

GRADES 3-5

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Grade 3)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Grade 4)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Grade 5)

- In all Challenges, team members must read carefully and use the information and directions in the text (the Challenge) to determine the specifics of the Challenge.

Determine the main idea of a text; recount the key details and explain how they support the main idea. (Grade 3)

Determine the main idea of a text and explain how it is supported by key details; summarize the text. (Grade 4)

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (Grade 5)

- In all Challenges, team members must identify the main idea (the intent) of the Challenge and the key ideas (Challenge requirements). The identification of the intent of the Challenge and Challenge requirements is key to preparing a successful solution.

Craft and Structure

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Grade 3)

- In all Challenges, team members must use key words and hyperlinks in order to locate important information.

Integration of Knowledge and Ideas

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.

- In all Challenges, team members must use diagrams to locate important information.

COMMON CORE STANDARDS

ENGLISH/LANGUAGE ARTS

GRADES 3-5 (CONT'D)

WRITING STANDARDS

Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Grade 3)

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (Grade 3)

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (Grades 3 and 4)

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (Grade 3)

Use dialogue and description to develop experiences and events or show the responses of characters to situations. (Grade 4)

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (Grade 5)

Provide a sense of closure. (Grade 3)

Provide a conclusion that follows from the narrated experiences or events. (Grades 4 and 5)

- In all Challenges, team members must develop their solution in the form of a theatrical presentation. Thus, the team will write a script that includes a setting, characters, a plot with an organized sequence of events, etc.

Production and Distribution of Writing

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (Grade 3)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (Grades 4 and 5)

- In all Challenges, the team has the option to use technology to produce its script.

Research to Build and Present Knowledge

Conduct short research projects that build knowledge about a topic. (Grade 3)

Conduct short research projects that build knowledge through investigation of different aspects of a topic. (Grades 4 and 5)

- In all Challenges, the team must conduct research on the topic/theme of the Challenge.

COMMON CORE STANDARDS

ENGLISH/LANGUAGE ARTS

GRADES 3-5 (CONT'D)

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners building on others' ideas and expressing their own clearly. (Grades 3, 4, and 5)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (Grades 3, 4, and 5)

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (Grades 3, 4, and 5)

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (Grade 3)

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (Grades 4 and 5)

Explain their own ideas and understanding in light of the discussion. (Grade 3)

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion. (Grades 4 and 5)

- In all Challenges, team members must work collaboratively in order to be successful. Fostering teamwork skills is one of the major components of Destination Imagination.

Presentation of Knowledge and Ideas

Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (Grade 3)

Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Grade 3)

- In all Challenges, the team must present its solution in a live presentation before a panel of Appraisers (Destination Imagination's version of judges). The team must develop appropriate presentation skills to be successful.

COMMON CORE STANDARDS

ENGLISH/LANGUAGE ARTS

GRADES 3-5 (CONT'D)

LANGUAGE STANDARDS
Knowledge of Language
Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. (Grade 3)

Choose words and phrases to convey ideas precisely. (Grade 4)

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (Grade 5)

- In all Challenges, team members must use knowledge of language to effectively convey the message of their team-created Challenge solution.

GRADES 6-8

READING STANDARDS FOR INFORMATIONAL TEXTS
Key Ideas and Details
Determine a central idea of a text and how it is conveyed through particular details. (Grade 6)

Determine two or more central ideas in a text and analyze their development over the course of the text. (Grade 7)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. (Grade 8)

- In all Challenges, team members must read carefully and use the information and directions in the text (the Challenge) to determine the specifics of the Challenge.

WRITING STANDARDS
Text Types and Purposes
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Grade 6)

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (Grades 6, 7, and 8)

Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters. (Grades 6, 7, and 8)

- In all Challenges, team members must develop their solution in the form of a theatrical presentation. Thus, teams will write scripts that include a setting, characters, a plot with an organized sequence of events, etc.

COMMON CORE STANDARDS

ENGLISH/LANGUAGE ARTS

GRADES 6-8 (CONT'D)

Production and Distribution of Writing
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (Grades 6, 7 and 8)

- In all Challenges, the team must produce a well-developed presentation. In order to do so, the team must use clear and coherent writing skills to produce a well-developed script.

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (Grades 6)

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (Grade 7)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (Grade 8)

- In all Challenges, except the Improvisational Challenge, the team has the option to use technology to produce its script.

Research to Build and Present Knowledge
Conduct short research projects that build knowledge about a topic. (Grade 6)

Conduct short research projects that build knowledge through investigation of different aspects of a topic. (Grades 7 and 8)

- In all Challenges, the team must conduct research on the topic/theme of the Challenge.

SPEAKING AND LISTENING STANDARDS
Comprehension and Collaboration
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led). (Grades 6, 7 and 8)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (Grades 6, 7 and 8)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (Grades 6, 7 and 8)

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (Grades 6, 7 and 8)

- In all Challenges, team members must work collaboratively in order to be successful. Fostering teamwork skills is one of the major components of Destination Imagination.

COMMON CORE STANDARDS

ENGLISH/LANGUAGE ARTS

GRADES 9-12

READING STANDARDS FOR INFORMATIONAL TEXTS

Key Ideas and Details

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a central idea of a text and analyze its development over the course of the text.

- In all Challenges, team members must read carefully and use the information and directions in the text (the Challenge) to determine the specifics of the Challenge.

WRITING STANDARDS

Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- In all Challenges, team members must develop their solution in the form of a theatrical presentation. Thus, the team will write a script that includes a setting, characters, a plot with an organized sequence of events, etc.

Production and Distribution of Writing

Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- In all Challenges, except the Improvisational Challenge, the team has the option to use technology to produce its script.

COMMON CORE STANDARDS

ENGLISH/LANGUAGE ARTS

GRADES 9-12 (CONT'D)

Research to Build and Present Knowledge
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question.

- In all Challenges, the team must conduct research on the topic/theme of the Challenge.

SPEAKING AND LISTENING STANDARDS
Comprehension and Collaboration
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9–12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- In all Challenges, team members must work collaboratively in order to be successful. Fostering teamwork skills is one of the major components of Destination Imagination.

NOTES

CONNECTING
The Standards

GOALS

WHAT DO WE HOPE TO ACCOMPLISH WITH THIS GUIDE?

- To demonstrate how the Challenges meet the National Educational Standards and how they connect to 21st century skills.
- To note which specific standards are addressed in each particular Challenge.
- To examine each Challenge with the focus on the learning environment.
- To demonstrate how teams use the Life-Work Standards, Thinking and Reasoning Standards, Behavioral Standards, Self Regulating Standards, and Working with Others Standards as they work on Challenge solutions.
- To inform students and educators of the creative process.

METHODS

WHAT METHODS WERE USED TO CONNECT THE STANDARDS AND THE CHALLENGES? EDUCATORS AND SUBJECT MATTER EXPERTS:

- Listed the McRel Standards for each individual curricular area.
- Examined each standard and decided if it was addressed in every particular Challenge.
- Designated the connections with an X on the individual charts.