



# Connecting the Standards

Each year we connect our Challenges to the educational learning standards. This guide shows how each of the learning standards is addressed in our Challenges.

# Connecting The Standards

## Greetings!

Welcome to *Connecting the Standards*! Destination Imagination motivates young people. Our programs encourage them to look for the challenges in life and see them as opportunities for growth. We inspire them to solve problems, search for creative solutions and work cooperatively with others.

Each year we connect our Challenges to the educational learning standards. This guide shows how each of the learning standards is addressed in our Challenges.

## Program Overview .....2

Goals .....	3
Assessments .....	3
Methods .....	3
Audience .....	4

## How the Challenges Connect to the Standards .....5

Life Work Standards .....	6
Thinking and Reasoning Standards .....	6
Working with Others Standards .....	7
Writing Standards .....	7
Reading Standards .....	8
Listening and Speaking Standards .....	8
Viewing Standards – Media Standards .....	8
Mathematics Standard .....	9
Geography Standards .....	10
History Standards .....	11
Science Standards .....	12
Health Standards .....	13
Music Standards .....	14
Dance Standards .....	14
Theatre Standards .....	15
Visual Arts Standards .....	16
Art Connection Standards .....	16
Physical Education Standards .....	16
Behavioral Studies Standards .....	17
Self Regulating Standards .....	17
Technology Standards .....	18

## Goals:

### What do we hope to accomplish with this Guide?

- To understand how the Challenges meet the National Educational Standards
- To note which specific standards are addressed in each particular Challenge
- To bring awareness of the standards to the team members
- To explain to Team Managers that the Challenges are standard based
- To examine each Challenge with the focus on the learning environment
- To realize that 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

## Methods:

### What methods were used to connect the Standards and the Challenges?

- We read the Challenges thoroughly.
- We listed each curricular area on a separate page.
- We listed the McRel Standards for each individual curricular area.
- We examined each standard and decided if it was addressed in every particular Challenge.
- We designated the connections with an X on the individual charts.

### How might we convey this knowledge to team members?

- Show this guide to team members
- Read the Standards for the Challenge they select
- Discuss the Standards being addressed as they develop their solution
- Ask them how their solution connects to the Standards

## 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 hearing Team Managers and team members discussing the standards as they solve their Challenges
- By asking team members which standards are being addressed by the various Challenges
- 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





## Who are our audiences?

- Team Managers
- Team members
- Board of Education members
- Superintendents/ Administrators
- Educators
- Parents
- Affiliate Directors
- Regional Directors



## What are the major standards for the Challenge?

### Challenge A: *Direct Deposit*

- Science
- Mathematics
- Reading and Writing
- Technology
- Theater
- Visual Arts
- Working with Others

### Challenge B: *DI-BOT*

- Mathematics
- Science
- Reading and Writing
- Theater
- Working with Others

### Challenge C: *You're Gonna Flip!*

- Reading and Writing
- Mathematics
- Listening and Speaking
- Thinking and Reasoning
- Theater
- Working with Others

### Challenge D: *Do or DI*

- Reading and Writing
- Research
- Theater
- Working with Others

# Just How Might the Specific Challenges Involve the Standards?

## Challenge A: *Direct Deposit*

Teams will present a team-created Story about making a decision. They will design and build Delivery Equipment that delivers Objects to a Target. Teams will analyze ways to increase the value of Objects and consider risk versus reward through strategic delivery to Targets. The major focuses of this Challenge are Engineering, Cost/Benefit Analysis, Innovation and Design Process, Technical Design and Construction, Experimentation, Mathematics, Communication, Theater Arts, and Teamwork. Standards addressed in this Challenge are Mathematics, Science, Technology, Economics, Research, Theater, Innovation and Design, Performance Skills, Working with Others.

## Challenge B: *DI-BOT*

Teams will learn about Robotic Technology and the changes it causes. They will create an original Story which envisions and shows how at least one character's life is changed by Robotic Technology. They will design, create, and integrate a device called DI-BOT, which completes a motion task, into the Story. Teams will create a Method to change at least one prop or set piece, or part(s) of the prop or set piece, into DI-BOT or part of DI-BOT. Teams will create a scene change that enhances the Presentation by providing an effective transitional link from one scene to another. The major focuses of this Challenge are Robotic Technology, Technical Design and Construction, Science, Theater Arts, and Teamwork. Standards addressed in this Challenge are Research, Science, Mathematics, Theater, and Working with Others.

## Challenge C: *You're Gonna Flip!*

Teams will present an Original Story dramatizing how a Character experiences a Flip (a change of point of view) about someone or something. Teams will design, construct, and feature at least one Puppet as a character in the Story. They will create a piece of Live Visual Art that is to be completely produced LIVE during the Presentation. The major focuses of this Challenge are Storytelling, Puppet Design and Construction, Puppetry, Theater Arts, Visual Arts. Standards addressed in this Challenge are Visual Arts, Theater, Writing, Speaking, and Working with Others.

## Challenge D: *Do or DI*

Teams will create a five-minute Improvisational Skit about a Threatened Thing in danger of extinction. They will present the skit using a Stock Character. Teams will incorporate props and/or scenery to enhance the performance. They will integrate a randomly selected Unimpressive Superpower. The major focuses in this Challenge are Improvisational acting, Story Development, Teamwork, and Research Skills. Standards addressed in this Challenge are Theater Arts, Reading, Writing, Listening, Speaking, Research, and Working with Others.

## Challenge E: *Breaking DI News*

Teams will design, build, and test a Structure made only of newsprint and glue. Teams will Reduce the props and scenery used in the Presentation to fit inside a 30in x 24in x 48in (76.20cm x 60.96cm x 121.92cm) container. They will Reuse a story about a Newsworthy Event in a nation other than their own. They will Recycle newsprint by using it creatively in a costume or prop. The major focuses of this Challenge are Structural Engineering, Materials Science, International Relations, Research, Innovation and Design Process, Mathematics, Theater Arts, Teamwork. Standards addressed in this Challenge are Mathematics, Science, Behavioral Studies, Technology, Theater Arts, and Working with Others.

## Rising Stars!: *Weighty News*

Rising Stars! teams will design, build, and test a Structure made of newspaper and tape. They will create a TV Newscast to tell about the Structure. The major focuses of this Challenge are Architecture and Structure, News Reporting, Research, Mathematics, Theater Arts, and Working with Others.

## projectOUTREACH: *Band Together*

Teams will design and implement Projects to address community needs of their choosing. They will creatively use music to effect positive change. The major focuses of this Challenge are Service Learning, Civic Responsibility, Social Science, Research, Youth Empowerment, Marketing, Communication, Partnerships, Project Management, Progress Monitoring, Evaluation, Fundraising, Listening and Speaking, Thinking and Reasoning, Theater, and Working with Others.

## Instant Challenge

The skills involved in the Instant Challenges are the same skill sets as in the Team Challenges with one exception...time. Instant Challenges are completed in a short period of time. Team members faced with Performance-based Challenges utilize their knowledge base in the science, social studies, mathematical, and language arts. They work together with their teammates and demonstrate the standards of Working with Others, Thinking and Reasoning, and Visual Arts. Often teams will enhance their performance by using music or dance. Additionally, Task-based Challenges often additionally require teams to use mathematics, science, and visual arts.

## How do the Challenges address the non-academic Standards?

All teams use the Life Work Standards, Thinking and Reasoning Standards, Behavioral Studies Standards, Self Regulating Standards and Working with Others Standards as they continuously blend their strengths and talents while cooperatively working with other team members.

Music Standards, Physical Education Standards, and Dance Standards are mainly addressed in the Side Trip segment of the Challenges. Here the teams utilize their individual and team talents to enhance their performances.

The national compendium of standards referenced in this study and created by the Mid-Continent Research for Education and Learning Group, can be located at <http://www.mcrel.org/standards-benchmarks/>.

## What are the major standards for the Challenge?



### Challenge E: *Breaking DI News*

- Science
- Mathematics
- International Studies
- Writing
- Technology
- Theatre
- Visual Arts
- Working with Others

### Rising Stars! *Weighty News*

- Mathematics
- Science
- Listening and Speaking
- Thinking and Reasoning
- Theater
- Working with Others

### projectOUTREACH

- Service Learning
- Civic Responsibility
- Social Science
- Research
- Youth Empowerment
- Marketing
- Communication
- Partnerships
- Project Management
- Progress Monitoring
- Evaluation
- Fundraising
- Listening and Speaking
- Thinking and Reasoning
- Theater
- Working with Others

## How can I learn more about standards?



The national compendium of standards referenced in this study and created by the Mid-continent Research for Education and Learning Group, can be located at [www.mcrel.org/standards-benchmarks/](http://www.mcrel.org/standards-benchmarks/).



## Why are the life work standards important in DI®?

### We are training future leaders to:

- Manage time and money
- Use life skills
- Prepare for future job markets
- Use information wisely
- Use basic skills
- Be organized



## How does DI promote these standards?

### DI encourages:

- Creativity
- Problem solving
- Teamwork
- Understanding different viewpoints
- Research and scientific inquiry
- Decision making
- Working effectively with others

LIFE WORK STANDARDS	CHALLENGE A: DIRECT DIPOSIT	CHALLENGE B: DI-BOT	CHALLENGE C: YOU'RE GONNA FLIP!	CHALLENGE D: DO OR DI	CHALLENGE E: BREAKING DI NEWS	RISING STARS: WEIGHTY NEWS	PROJECTOUTREACH	INSTANT CHALLENGE
1. Makes Effective Use of Tools	X	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	
3. Manages money	X	X	X	X	X		X	
4. Pursues specific jobs	X	X	X	X	X	X	X	X
5. Makes general preparation for entering the work force	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	CHALLENGE A: DIRECT DIPOSIT	CHALLENGE B: DI-BOT	CHALLENGE C: YOU'RE GONNA FLIP!	CHALLENGE D: DO OR DI	CHALLENGE E: BREAKING DI NEWS	RISING STARS: WEIGHTY NEWS	PROJECTOUTREACH	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 troubleshooting 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

<b>WORKING WITH OTHERS STANDARDS</b>	<b>CHALLENGE A: DIRECT DIPOSIT</b>	<b>CHALLENGE B: DI-BOT</b>	<b>CHALLENGE C: YOU'RE GONNA FLIP</b>	<b>CHALLENGE D: DO OR DI</b>	<b>CHALLENGE E: BREAKING DI NEWS</b>	<b>RISING STARS: WEIGHTY NEWS</b>	<b>PROJECTOUTREACH</b>	<b>INSTANT CHALLENGE</b>
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 skill	X	X	X	X	X	X	X	X

<b>WRITING STANDARDS</b>	<b>CHALLENGE A: DIRECT DIPOSIT</b>	<b>CHALLENGE B: DI-BOT</b>	<b>CHALLENGE C: YOU'RE GONNA FLIP!</b>	<b>CHALLENGE D: DO OR DI</b>	<b>CHALLENGE E: BREAKING DI NEWS</b>	<b>RISING STARS: WEIGHTY NEWS</b>	<b>PROJECTOUTREACH</b>	<b>INSTANT CHALLENGE</b>
1. Uses the general skills and strategies of the writing process	X	X	X	X	X	X	X	
2. Uses the stylistic and rhetorical aspects of writing	X	X	X	X	X	X	X	
3. Uses grammatical and mechanical conventions in written compositions	X	X	X	X	X	X	X	
4. Gathers and uses information for research purposes	X	X	X	X	X	X	X	

## Is Working with Others a major feature in DI?



### Absolutely! Every Challenge encourages:

- Teamwork
- Leadership
- Acceptance of difference
- Effective communication
- Understanding diverse viewpoints
- Listening to others
- Being open to new ideas

### Team Challenges encourage teams to:

- Use the writing process
- Gather information
- Do research
- Utilize grammatical rules
- Write creative stories
- Write team generated ideas





### DI Team Members

- Read the *Team Challenge*
- Interpret charts and graphs
- Analyze resources and reference materials
- Read their notes
- Read ideas while generating
- Read reference books



### DI Team Members

- Listen to other team members
- Speak to other team members
- Explain their original ideas
- Interpret other team members' ideas

READING STANDARDS	CHALLENGE A: DIRECT DIPOSIT	CHALLENGE B: DI-BOT	CHALLENGE C: YOU'RE GONNA FLIP!	CHALLENGE D: DO OR DI	CHALLENGE E: BREAKING DI NEWS	RISEING STARS!: WEIGHTY NEWS	PROJECTOUTREACH	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	

LISTENING AND SPEAKING STANDARDS*	CHALLENGE A: DIRECT DIPOSIT	CHALLENGE B: DI-BOT	CHALLENGE C: YOU'RE GONNA FLIP!	CHALLENGE D: DO OR DI	CHALLENGE E: BREAKING DI NEWS	RISEING STARS!: WEIGHTY NEWS	PROJECTOUTREACH	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 each and every Challenge.

VIEWING STANDARDS MEDIA STANDARDS*	CHALLENGE A: DIRECT DIPOSIT	CHALLENGE B: DI-BOT	CHALLENGE C: YOU'RE GONNA FLIP!	CHALLENGE D: DO OR DI	CHALLENGE E: BREAKING DI NEWS	RISEING STARS!: WEIGHTY NEWS	PROJECTOUTREACH	INSTANT CHALLENGE
1. Uses viewing skills and strategies to understand and interpret visual media							X	
2. Understands the characteristics and components of the media					X		X	

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

<b>MATHEMATICS STANDARDS</b>	<b>CHALLENGE A: DIRECT DIPOSIT</b>	<b>CHALLENGE B: DI-BOT</b>	<b>CHALLENGE C: YOU'RE GONNA FLIP!</b>	<b>CHALLENGE D: DO OR DI</b>	<b>CHALLENGE E: BREAKING DI NEWS</b>	<b>RISING STARS! WEIGHTY NEWS</b>	<b>PROJECTOUTREACH</b>	<b>INSTANT CHALLENGE</b>
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		
3. Uses basic and advanced procedures while performing the processes of computation	X				X	X		
4. Understands and applies basic and advanced properties of the concepts of measurement	X				X	X		X
5. Understands and applies basic and advanced properties of the concepts of geometry	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	X	X	X	X			X
8. Understands and applies basic and advanced properties of functions and algebra								
9. Understands the general nature and uses of mathematics	X	X	X	X	X	X		X

### DI Team Members:

- Solve problems using mathematical thinking
- Use problem solving skills
- Think analytically
- Measure props
- Create props and scenery using proportions
- Develop mathematical strategies
- Practice logical thinking
- Understand the importance of mathematics in everyday life
- Examine probability
- Use computation
- Apply mathematical analysis





**Each year there is one Signature International Challenge.**

- This *Team Challenge* focuses on learning about a nation other than your own.

<b>GEOGRAPHY STANDARDS</b>	<b>CHALLENGE A: DIRECT DIPOSIT</b>	<b>CHALLENGE B: DJ-BOT</b>	<b>CHALLENGE C: YOU'RE GONNA FLIP!</b>	<b>CHALLENGE D: DO OR DI</b>	<b>CHALLENGE E: BREAKING DI NEWS</b>	<b>RISING STARS: WEIGHTY NEWS</b>	<b>PROJECTOUTREACH</b>	<b>INSTANT CHALLENGE</b>
1. Understands the characteristics and uses of map, globes, and other geographic tools and technologies					X			
2. Knows the location of places, geographic features, and patterns of the environment					X			
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	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								
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	X	X	X	X	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								
17. Understands how geography is used to interpret the past								
18. Understands global development and environmental issues								

<b>HISTORY STANDARDS</b>	<b>CHALLENGE A: DIRECT DIPOSIT</b>	<b>CHALLENGE B: DI-BOT</b>	<b>CHALLENGE C: YOU'RE GONNA FLIP!</b>	<b>CHALLENGE D: DO OR DI</b>	<b>CHALLENGE E: BREAKING DI NEWS</b>	<b>RISING STARS: WEIGHTY NEWS</b>	<b>PROJECTOUTREACH</b>	<b>INSTANT CHALLENGE</b>
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					<b>X</b>			
7. Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe					<b>X</b>			
8. Understands major discoveries in science and technology, some of their social and economic effects, and major scientists and inventors responsible for them	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	

### Is there a history based Challenge?

- Some Challenges might have a history-based requirement.
- If a particular team wants to have a historical setting or have historical characters in their Presentation, they can.





### DI Team Members

- Understand physical properties and characteristics
- Use force and motion
- Learn properties of matter
- Might use electricity
- Utilize energy sources
- Understand scientific inquiry

SCIENCE STANDARDS	CHALLENGE A: DIRECT DIPOSIT	CHALLENGE B: DI-BOT	CHALLENGE C: YOU'RE GONNA FLIP!	CHALLENGE D: DO OR DI	CHALLENGE E: BREAKING DI NEWS	RISING STARS: WEIGHTY NEWS	PROJECTOUTREACH	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								
5. Understands the structure and function of cells and organisms								
6. Understands relationships among organisms and their physical environment								
7. Understands biological evolution and the diversity of life								
8. Understands the structure and properties of matter	X	X	X	X	X	X	X	X
9. Understands the sources and properties of energy	X	X	X	X	X	X	X	X
10. Understands forces and motion	X	X	X	X	X	X	X	X
11. Understands the nature of scientific knowledge	X	X	X	X	X	X	X	X
12. Understands the nature of scientific inquiry	X	X	X	X	X	X	X	X
13. Understands the scientific enterprise								

<b>HEALTH STANDARDS</b>	<b>CHALLENGE A: DIRECT DIPOSIT</b>	<b>CHALLENGE B: DI-BOT</b>	<b>CHALLENGE C: YOU'RE GONNA FLIP!</b>	<b>CHALLENGE D: DO OR DI</b>	<b>CHALLENGE E: BREAKING DI NEWS</b>	<b>RISING STARS: WEIGHTY NEWS</b>	<b>PROJECT OUTREACH</b>	<b>INSTANT CHALLENGE</b>
1. Knows the availability and effective use of health services, products, and information								
2. Knows environmental and external factors that affect individual and community health								
3. Understands the relationship of family health to individual health								
4. Knows how to maintain mental and emotional health	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
5. Knows essential concepts and practices concerning injury prevention and safety	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
6. Understands essential concepts about nutrition and diet								
7. Knows how to maintain and promote personal health								
8. Knows essential concepts about the prevention and control of disease								
9. Understands aspects of substance use and abuse								
10. Understands the fundamental concepts of growth and development								

**DI Team Members:**

- Maintain mental and emotional health
- Practice safety precautions





## How are music, dance and physical education standards appraised in DI?

- In addition to the requirements of each *Team Challenge*, the team must present two creations called *Side Trips* that demonstrate their interests, skills, areas of strength, and talents.
- Many teams select these areas to demonstrate in their *Side Trips*.



The 2009-10 projectOUTREACH: Band Together challenge includes a specific music element.



### Check it Out!

A *Side Trip Specialties Inventory* can be found in the Team Managers Resource section on the DI web site [www.IDODI.org](http://www.IDODI.org). This will help team members learn more about their specialties.

## Music Standards

1. Sing, 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 *Side Trips*. In addition to the requirements of each *Team Challenge*, the team must present two creations called *Side Trips* that demonstrate their interests, skills, areas of strength, and talents. The team may create anything they wish for *Side Trips* including props, music, technical gadgets, costumes, and physical actions.

Each *Side Trip* is evaluated in two ways: The creativity and originality of the *Side Trip*, and the quality, workmanship, and/or effort that is evident. In the projectOUTREACH Challenge, *Side Trips* are also scored for their relevance to the team's Presentation.

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

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

To help teams learn more about their Specialties, they can fill out a *Side Trip Specialties Inventory*. This form is found in the Team Manager's Resource Section on the Destination ImagiNation, Inc. Web site [www.IDODI.org](http://www.IDODI.org). This Inventory tells the team members what their specialties are and lists the eight areas of Specialties.

## 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 *Side Trips*. In addition to the requirements of each *Team Challenge*, the team must present two creations called *Side Trips* that demonstrate their interests, skills, areas of strength, and talents. The team may create anything they wish for *Side Trips* including props, music, technical gadgets, costumes, and physical actions.

Each *Side Trip* is evaluated in two ways: The creativity and originality of the *Side Trip*, and the quality, workmanship, and/or effort that is evident. In the projectOUTREACH Challenge, *Side Trips* are also scored for their relevance to the team's Presentation.

The area of dance is one subject that is often selected in the *Side Trip* category. Many team members choose to dance or choreograph an original dance as an important part in their performance.

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

To help team's find out more about their Specialties, they can fill out a *Side Trip Specialties Inventory*. This form is found in the Team Manager's Resource Section on the Destination ImagiNation, Inc. Web site [www.IDODI.org](http://www.IDODI.org). This Inventory tells the team members what their specialties are and lists the eight areas of Specialties.

<b>THEATRE STANDARDS</b>	<b>CHALLENGE A: DIRECT DIPOSIT</b>	<b>CHALLENGE B: DI-BOT</b>	<b>CHALLENGE C: YOU'RE GONNA FLIP!</b>	<b>CHALLENGE D: DO OR DI</b>	<b>CHALLENGE E: BREAKING DI NEWS</b>	<b>RISING STARS: WEIGHTY NEWS</b>	<b>PROJECTOUTREACH</b>	<b>INSTANT CHALLENGE</b>
1. Demonstrates competence in writing scripts	X	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								
6. Understands the context in which theatre, film, television, and electronic media are performed today as well as in the past								



### Did you know that DI Team Members...

- Write their own skits
- Develop their characters' movements
- Develop the plot
- Direct their scenes
- Select gestures
- Determine volume of speakers
- Time their Presentation
- Make their costumes
- Design and build their own props
- Make their backdrops
- Create all needed visual arts elements
- Set high standards for their artwork

<b>VISUAL ARTS STANDARDS</b>	<b>CHALLENGE A: DIRECT DIPOSIT</b>	<b>CHALLENGE B: DI-BOT</b>	<b>CHALLENGE C: YOU'RE GONNA FLIP!</b>	<b>CHALLENGE D: DO OR DI</b>	<b>CHALLENGE E: BREAKING DI NEWS</b>	<b>RISING STARS: WEIGHTY NEWS</b>	<b>PROJECTOUTREACH</b>	<b>INSTANT CHALLENGE</b>
1. Understands and applies media, techniques, and processes related to the visual arts	X	X	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	X	X
3. Knows a range of subject matter, symbols, and potential ideas in the visual arts			X					
4. Understands the visual arts in relation to history and cultures								
5. Understands the characteristics and merits of one's own artwork and the artwork of others	X	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, teams could select some physical activities for their *Side Trips*. In addition to the requirements of each *Team Challenge*, the team must present two creations called *Side Trips* that show off their interests, skills, areas of strength, and talents. The team may create anything they wish for *Side Trips* including props, music, technical gadgets, costumes, and physical actions.

Each *Side Trip* is evaluated in two ways: The creativity and originality of the *Side Trip*, and the quality, workmanship, and/or effort that is evident. In the projectOUTREACH Challenge, *Side Trips* are also scored for their relevance to the team's Presentation.

The area of physical activity is one subject that could be selected in the *Side Trip* category. Team members could incorporate gymnastics, or physical activity as an important part in their performance.

To help team's find out more about their Specialties, they can fill out a *Side Trip Specialties Inventory*. This form is found in the Team Manager's Resource Section on the Destination ImagiNation, Inc. Web site [www.IDODI.org](http://www.IDODI.org). This Inventory tells the team members what their specialties are and lists the eight areas of Specialties.

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.

BEHAVIORAL STUDIES STANDARDS	CHALLENGE A: DIRECT DIPOSIT	CHALLENGE B: DI-BOT	CHALLENGE C: YOU'RE GONNA FLIP!	CHALLENGE D: DO OR DI	CHALLENGE E: BREAKING DI NEWS	RISING STARS: WEIGHTY NEWS	PROJECTOUTREACH	INSTANT CHALLENGE
1. Understands that group and cultural influences contribute to human development, identity, and behavior					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								

SELF REGULATING STANDARDS	CHALLENGE A: DIRECT DIPOSIT	CHALLENGE B: DI-BOT	CHALLENGE C: YOU'RE GONNA FLIP!	CHALLENGE D: DO OR DI	CHALLENGE E: BREAKING DI NEWS	RISING STARS: WEIGHTY NEWS	PROJECTOUTREACH	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

### DI Team Members

- Learn how groups function
- Listen to each other
- Value each other's opinions
- Learn how to cooperate
- Understand conflict resolutions
- Celebrate!



### Promotes Life-Long Learning

- Set goals
- Meet needs
- Evaluate self
- Work together
- Value one another
- Take risks
- Persevere
- Restrain impulsivity
- Note individual strengths





Teams have the opportunity to utilize technology in every Challenge.

<b>TECHNOLOGY STANDARDS</b>	<b>CHALLENGE A: DIRECT DIPOSIT</b>	<b>CHALLENGE B: DI-BOT</b>	<b>CHALLENGE C: YOU'RE GONNA FLIPI!</b>	<b>CHALLENGE D: DO OR DI</b>	<b>CHALLENGE E: BREAKING DI NEWS</b>	<b>RISING STARS: WEIGHTY NEWS</b>	<b>PROJECTOUTREACH</b>	<b>INSTANT CHALLENGE</b>
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	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	
4. Understands the nature of technological design	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	
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.*