

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDELINES
INTERDISCIPLINARY STUDIES
ACADEMIC COMPETITIONS

Course Number	5912
Department	Elective
Length of Course	One (1) year/two (2) semesters
Grade Level	9-12
Credit	5 units per semester/5 total credits - elective
Repeatable	May be repeated for credit to a maximum of 40 credits
UC/CSU	Does not meet a-g requirement
Board Approved	June 18, 2009

Description of Course - This course is designed for students of all abilities and levels of academic achievement. The purpose of this course is, through academic competition, to develop a greater respect for knowledge; to promote wholesome competition in academic areas of study and interest; and to stimulate intellectual growth and achievement. The focus of this course will be preparation for the United States Academic Decathlon competition. The students of varying backgrounds and varying abilities and achievement levels will work together to prepare themselves for academic competition. The diverse events in this competition call for such a broad range of skills that teammates may discover unknown strengths in others and in themselves. The student will compete in ten events - seven tests in standard subject areas (math, social science, economics, language and literature, art, music and economics), plus speech, interview, and essay.

Rationale for Course - The Academic Competition class provides students with the following opportunities: to improve public speaking; to delve into various topics in mathematics, literature, art, music, economics, social science, and science. More specifically, the Academic Competition class will utilize competition to push beyond what a student thinks he/she can do, and to meet the challenge in preparing for a competitive team in the San Bernardino County Academic Decathlon competition.

Standard 1 – Students will be able to process curriculum from the objective events of Academic Decathlon.

1.1 Objective: Solve problems using creative strategies and team concepts.

1.1.1 Performance Indicator: Students will analyze a scenario, develop a problem statement, generate alternative solutions, pick a best solution, and create an action plan.

- 1.1.2 Performance Indicator: Students will be able to use United States Academic Decathlon (USAD) resource guides and Demidec on-line materials.
- 1.1.3 Performance Indicator: Students will conduct lectures/discussions, and facilitate collaborative learning situations, and engage in team activities that require working together in solving a problem.

Standard 2 – Students will be able to prepare and deliver a 3.5 to 4 minute prepared speech and deliver a 1.5 to 2 minute impromptu speech.

- 2.1 Objective: Demonstrate the ability to use higher-order thinking skills in reading, writing, speaking, and listening activities.
 - 2.1.1 Performance Indicator: Students will read and discuss selected literary works of prose and poetry to understand the meaning and language.
 - 2.1.2 Performance Indicator: Students will analyze literature for comprehension and literally elements, i.e., main idea, sequencing, specific details, inference, character plot, setting, irony, tone, mood, satire, and author's purpose.
 - 2.1.3 Performance Indicator: Students will identify personification, figures of speech, imagery, and sound in poetry.
 - 2.1.4 Performance Indicator: Students will conduct lectures/discussions; and facilitate collaborative learning situations.
 - 2.1.5 Performance Indicator: Students will employ higher-order reasoning and develop skills for academic excellence.
- 2.2 Objective: Demonstrate the ability to give both prepared and impromptu speeches.
 - 2.2.1 Performance Indicator: Students will organize ideas in a clear and logical pattern that is appropriate to the speaker's purpose and convincing to the audience.
 - 2.2.2 Performance Indicator: Students will express ideas using effective vocabulary and the structures of English appropriate to formal usage.
 - 2.2.3 Performance Indicator: Students will present a physical image that aids the audience in the acceptance of the spoken ideas.
 - 2.2.4 Performance Indicator: Students will use voice (pitch, volume, and flexibility) to maintain maximum attention.

- 2.2.5 Performance Indicator: Students will use a set of topics that are appropriate for prepared and impromptu speeches.
- 2.2.6 Performance Indicator: Students will develop poise and self-confidence in presenting speech.
- 2.3 Objective: Effectively interview with a panel of judges.
 - 2.3.1 Performance Indicator: Students will informally and orally present ideas and responses that are appropriate to the setting and the questions asked.
 - 2.3.2 Performance Indicator: Students will listen to the comments and inquiries of the interviewers and elaborate with interesting detail and vivid impressions while avoiding repetition.
 - 2.3.3 Performance Indicator: Students will establish and maintain rapport with members of the interview panel through voice, gesture, and attitudinal posture.
 - 2.3.4 Performance Indicator: Students will use voice, vocabulary and language structures appropriate to informal oral communication.
 - 2.3.5 Performance Indicator: Students will use video equipment.
 - 2.3.6 Performance Indicator: Students will model and interview with expected and unexpected questions, and appropriate and inappropriate behaviors.
- 2.4 Objective: Write an essay in response to a given prompt.
 - 2.4.1 Performance Indicator: Students will practice writing essays in 50 minutes.
 - 2.4.2 Performance Indicator: Students will write samples of essay instructions, prompts, and rubrics.
 - 2.4.3 Performance Indicator: Students will develop a process of brainstorming topics and quick development of thesis statements and supports.