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Connecting the Standards



The Most Important Course in Education®

Destination ImagiNation inspires young people to look at problems as opportunities to be unraveled by examining the Challenge, generating multiple solutions, focusing on the best options, and working together as a team.

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.

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Connecting the Standard to the Destination ImagiNation Program

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

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

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

Audiences:

Who are our audiences?

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

Just How Might the Specific Challenges Involve the Standards?

Challenge A: *Obstacles, Of Course!* Teams will be designing and constructing an Obstacle Course with three to ten different Obstacles. They will design and construct a vehicle that will travel the Obstacle Course and score points for the number of Obstacles successfully overcome. They will create an original non-verbal Story about overcoming Obstacles. Their major focuses are Technical Design and Construction, Innovation and Design Process, Mathematics, Experimentation, Theater Arts, and Teamwork. As you can see, these teams will be using standards involving Mathematics, Science, Technology, Visual Arts, Research, Theatre, Innovation and design, and Performance Skills to accomplish their task.

Challenge B: *Hit or Myth*: These teams will create and present a theatrical performance with an original Story about a Myth. They will design and demonstrate a Myth Investigation that uses the Scientific Method to investigate the facts about the team's Myth. They will create a *Myth-Ecol Replica* from the team's chosen Myth and/or Nation using recyclable materials. These teams will be utilizing Science, Theatre Arts, Research, International Studies and Teamwork as they develop their scenario. The standards of Mathematics, Science, Technology, Theater, Visual Arts and English Language Arts are strongly demonstrated in this Challenge.

Challenge C: *DI've Got a Secret!* These teams will create and present a theatrical performance of an original **Story** about a Secret. They will create a **Masquerade Character** that appears to be something or someone, but ends up being something or someone else. They will integrate a team-created **Optical Illusion** into the Story. Additionally, they will design and create three **Set Pieces** that will be connected to form a new Set Piece or Backdrop. They will use Playwriting, Theater Arts, Innovation and Design Process and Teamwork to solve this Challenge. The major Standards addressed will be Reading, Writing, Listening, Speaking, Theatre, Science, and Visual Arts.

Challenge D: *Chorific!* Teams selecting this Challenge will create a six-minute Improvisational **Skit** about an ordinary, randomly selected Chore in a 30-minute timed period at the Tournament. They will attempt to overcome two randomly selected **Obstacles** related to the Chore. They will create a **Sound Design** that will be presented **live** during their Skit and demonstrate one **Improvisational Technique**. They will integrate a **Famous Person**, randomly selected from a list of people the team has previously researched. These teams will use Improvisational Acting, Story Development, Theater Arts, Teamwork, Sound Design as they delve into their solution. They will focus on the standards of Reading, Writing, Listening, Speaking, History, Research, Theatre, and Science.

Challenge E: *SWITCH!* These teams will design and build a Structure made completely of wood and Glue and test it for strength in two different ways. They will research a manufactured item, called a *SWITCH!* item that can serve more than one purpose. They will create and present a Story in which the team demonstrates two different purposes of the *SWITCH!* item. They will present a "Stopped-Action Freeze Frame" scene during the Stop Time. They will focus on Architectural Design, Structural Engineering, Construction, Research, Innovation and Design Process, Mathematics, Theater Arts, and Teamwork. The major Standards addressed will be Innovation and Design, Research, Theatre, Mathematics and Visual Arts.

What are the major standards for the Challenge?



Challenge A: *Obstacles, of Course!*

- Mathematics
- Science
- Technology
- Visual Arts
- Research
- Theatre
- Innovation and design
- Performance Skills

Challenge B: *Hit or Myth*

- Mathematics
- Science
- Technology
- Theatre
- Visual Arts
- English Language Arts

Challenge C: *DI've Got a Secret!*

- Reading
- Writing
- Listening
- Speaking
- Theatre
- Science
- Visual Arts

Challenge D: *Chorific!*

- Reading
- Writing
- Listening
- Speaking
- History
- Research
- Theatre
- Science

Challenge E: *SWITCH!*

- Innovation and design
- Research
- Theatre
- Mathematics
- Visual Arts



What are the major standards for Instant Challenge?

Instant Challenge

- Working with others
- Thinking and Reasoning
- Visual Arts



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/.



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

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 are working together with their teammates and demonstrating 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/>.

Life Work Standards	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorific!	Challenge E: SWITCH!	Instant Challenge
1. Makes Effective Use of Tools	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	
3. Manages money	X	X	X	X	X	
4. Pursues specific jobs	X	X	X	X	X	X
5. Makes general preparation for entering the work force	X	X	X	X	X	X
6. Makes effective use of basic life skills.	X	X	X	X	X	X
7. Displays reliability and a basic work ethic.	X	X	X	X	X	X
8. Operates effectively within organizations.	X	X	X	X	X	X

Thinking and Reasoning Standards	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorific!	Challenge E: SWITCH!	Instant Challenge
1. Understands and applies the basic principles of presenting an argument.	X	X	X	X	X	X
2. Understands and applies basic principles of logic and reasoning.	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
4. Understands and applies basic principles of hypothesis testing and scientific inquiry	X	X	X	X	X	X
5. Applies basic trouble-shooting and problem-solving techniques	X	X	X	X	X	X
6. Applies decision-making techniques	X	X	X	X	X	X

Working with Others Standards	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorific!	Challenge E: SWITCH!	Instant Challenge
1. Contributes to the overall effort of a group	X	X	X	X	X	X
2. Uses conflict-resolution techniques	X	X	X	X	X	X
3. Works well with diverse individuals and in diverse situations.	X	X	X	X	X	X
4. Displays effective interpersonal communication skills.	X	X	X	X	X	X
5. Demonstrates leadership skill.	X	X	X	X	X	X

How does DI promote these standards?



DI encourages:

- Creativity
- Problem solving
- Teamwork
- Understanding different view points
- Research and scientific inquiry
- Decision making

Is this a major feature in DI?



Absolutely! Every Challenge encourages:

- Teamwork
- Leadership
- Acceptance of Difference
- Effective Communication
- Understanding diverse Viewpoints



Team Challenges encourage Teams to:

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

Writing Standards

	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorific!	Challenge E: SWITCH!	Instant Challenge
1. Uses the general skills and strategies of the writing process	X	X	X	X	X	
2. Uses the stylistic and rhetorical aspects of writing.	X	X	X	X	X	
3. Uses grammatical and mechanical conventions in written compositions	X	X	X	X	X	
4. Gathers and uses information for research purposes	X	X	X	X	X	



DI Team Members

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

Reading Standards

	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorific!	Challenge E: SWITCH!	Instant Challenge
1. Uses the general skills and strategies of the reading process	X	X	X	X	X	X
2. Uses reading skills and strategies to understand and interpret a variety of literary texts						
3. Uses reading skills and strategies to understand and interpret a variety of informational texts	X	X	X	X	X	

Listening and Speaking Standards*	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorfific!	Challenge E: SWITCH!	Instant Challenge
8. Uses listening and speaking strategies for different purposes	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: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D Chorfific!	Challenge E SWITCH!	Instant Challenge
9. Uses viewing skills and strategies to understand and interpret visual media						
10. Understands the characteristics and components of the media						

**Team members might address these two standards as part of their solution in each Challenge but they are not an integral Challenge expectation*

DI Team Members



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



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 every day life

Mathematics Standards	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorific!	Challenge E: SWITCH!	Instant Challenge
1. Uses a variety of strategies in the problem-solving process.	X	X	X	X	X	X
2. Understands and applies basic and advanced properties of the concepts of numbers.	X	X			X	
3. Uses basic and advanced procedures while performing the processes of computation.	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		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	

Geography Standards

	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorfific!	Challenge E: SWITCH!	Instant Challenge
1. Understands the characteristics and uses of maps, 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	
5. Understands the concept of regions.						
6. Understands that culture and experience influence people's perceptions of places and regions.		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
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.						

Each year there is one Signature International Challenge.



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



Is there a history based Challenge?

- Some Challenge might have a history-based requirement.
- Yes, If a particular team wants to have a historical setting or have historical characters in their presentation.

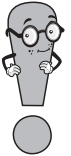
History Standards

	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorific!	Challenge E: SWITCH!	Instant Challenge
1. Understands family life now and in the past, and family life in various places long ago.		X				
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.		X				
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	X	X	X	X	

Historical Understanding Standards	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge: D Chorific!	Challenge E: SWITCH!	Instant Challenge
1. Understands and knows how to analyze chronological relationships and patterns	X	X		X		
2. Understands the historical perspective		X		X		

Science Standards	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge: D Chorific!	Challenge E: SWITCH!	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
9. Understands the sources and properties of energy.	X	X	X	X	X	
10. Understands forces and motion.	X	X	X	X	X	X
11. Understands the nature of scientific knowledge.	X	X	X	X	X	X
12. Understands the nature of scientific inquiry.	X	X	X	X	X	X
13. Understands the scientific enterprise						

DI Team Members



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



DI Team Members:

- Maintain mental and emotional health
- Practice safety precautions

Health Standards	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorific!	Challenge E: SWITCH!	Instant Challenge
1. Know 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	X	X	X	X	X	X
5. Knows essential concepts and practices concerning injury prevention and safety.	X	X	X	X	X	X
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						

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.

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. website www.destinationimagination.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.

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. website www.destinationimagination.org. This Inventory tells the team members what their specialties are and lists the eight areas of Specialties.

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



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

Check it Out!

A Side Trip specialties Inventory can be found in the Team Managers Resource section on the DI website www.idodi.org. This will help team members learn more about their specialties.





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

Theatre Standards	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorific!	Challenge E: SWITCH!	Instant Challenge
1. Demonstrates competence in writing scripts.	X	X	X	X	X	
2. Uses acting skills.	X	X	X	X	X	X
3. Designs and produces informal and formal productions.	X	X	X	X	X	X
4. Directs scenes and productions.	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.						

Visual Arts Standards	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D Chorific!	Challenge E: SWITCH!	Instant Challenge
1. Understands and applies media, techniques, and processes related to the visual arts	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	
3. Knows a range of subject matter, symbols, and potential ideas in the visual arts						
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	
Art Connection Standard						
1. Understands connections among the various art forms and other disciplines			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.

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. website www.destinationimagination.org. This Inventory tells the team members what their specialties are and lists the eight areas of Specialties.

Standards #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: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorific!	Challenge E: SWITCH!	Instant Challenge
1. Understands that group and cultural influences contribute to human development, identity, and behavior.		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
3. Understands that interactions among learning, inheritance, and physical development affect human behavior.						
4. Understands conflict, cooperation, and interdependence among individuals, groups, and institutions.	X	X	X	X	X	X

DI Team Members

- Learn how groups function
- Listen to each other
- Value each others opinions
- Learn how to cooperate
- Understand conflicts 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.

Self Regulating Standards	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorific!	Challenge E: SWITCH!	Instant Challenge
1. Sets and manages goals	X	X	X	X	X	X
2. Performs self-appraisal	X	X	X	X	X	X
3. Considers risks	X	X	X	X	X	X
4. Demonstrates perseverance	X	X	X	X	X	X
5. Maintains a healthy self-concept	X	X	X	X	X	X
6. Restraints impulsivity	X	X	X	X	X	X

Technology Standards	Challenge A: Obstacles, Of Course!	Challenge B: Hit or Myth	Challenge C: DI've Got a Secret!	Challenge D: Chorific!	Challenge E SWITCH!	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	X	X	X	X	
4. Understands the nature of technological design	X	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 an integral Challenge expectation*