

Academic Decathlon™

**National Curriculum & Content
Standards Met by USAD's
2009-2010 Themed Curricula**

United States Academic Decathlon

P.O. Box 1834

Council Bluffs, IA 51502-1834

(866) 511-8723 Phone - (712) 366-3701 Fax

<http://www.usad.org>

Overview

USAD's curriculum is an interdisciplinary curriculum in which a selected theme is integrated across six different subject areas: art, economics, language and literature, music, science, and social science. Students also participate in essay-writing, speech, and interview events. The theme for the 2009–2010 Academic Decathlon curriculum is *The French Revolution*. While in most subjects the majority of the topics relate to the overall curricular theme, some topics that cover fundamentals may also be included to encourage a thorough understanding of the subject area as a whole. The Academic Decathlon math curriculum is unrelated to the theme and focuses on standard high school math topics.

This document provides a summary of the national content standards met by USAD's 2009–2010 curriculum. In sum, USAD's 2009–2010 curriculum addresses aspects of the following:

- Five of the six National Content Standards for Visual Arts
- All twenty of the Voluntary National Content Standards in Economics
- Eleven of the twelve Curriculum and Content Area Standards for English Language Arts
- All five of the National Content Standards for School Mathematics
- Four of the nine National Content Standards for Music
- Six of the seven National Science Education Content Standards
- Two of the ten National Curriculum Standards for U.S. History and two of the nine National Curriculum Standards for World History

Economics

Standards Background

The National Council on Economic Education (NCEE), in partnership with the National Association of Economic Educators and the Foundation for Teaching Economics, has outlined a set of curriculum standards based on the essential principles of economics. This document, titled Voluntary National Content Standards in Economics, includes twenty content standards, each of which were developed by a panel of economists and economic educators.

USAD and the Voluntary National Content Standards in Economics

USAD's economics curriculum is developed in accordance with and modeled on the Voluntary National Content Standards in Economics, and thus, USAD's 2009–2010 economics curriculum addresses all twenty of the NCEE's Voluntary National Content Standards in Economics:

- *STANDARD 1: Scarcity*
- *STANDARD 2: Marginal Cost/Benefit*
- *STANDARD 3: Allocation of Goods and Services*
- *STANDARD 4: Role of Incentives*
- *STANDARD 5: Gain from Trade*
- *STANDARD 6: Specialization and Trade*
- *STANDARD 7: Markets – Price and Quantity Determination*
- *STANDARD 8: Role of Price in Market System*
- *STANDARD 9: Role of Competition*

- *STANDARD 10: Role of Economic Institutions*
- *STANDARD 11: Role of Money*
- *STANDARD 12: Role of Interest Rates*
- *STANDARD 13: Role of Resources in Determining Income*
- *STANDARD 14: Profit and the Entrepreneur*
- *STANDARD 15: Growth*
- *STANDARD 16: Role of Government*
- *STANDARD 17: Using Cost/Benefit Analysis to Evaluate Government Programs*
- *STANDARD 18: Macroeconomy-Income/Employment, Prices*
- *STANDARD 19: Unemployment and Inflation*
- *STANDARD 20: Monetary and Fiscal Policy*

English Language Arts

Standards Background

The Standards for the English Language Arts were developed by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE). The book of standards published by the IRA and NCTE, *Standards for the English Language Arts*, presents a vision of literacy education that encompasses the use of print, oral, and visual language and addresses six interrelated English language arts: reading, writing, speaking, listening, viewing, and visually representing. *Standards for the English Language Arts* presents twelve Curriculum and Content Area Standards for English Language Arts.

USAD and the Standards for the English Language Arts

USAD's language and literature curriculum as well as USAD's essay, speech, and interview events meet eleven of the twelve Curriculum and Content Area Standards for English Language Arts. The only standard not directly met (*STANDARD 10: students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum*) can easily be incorporated as a part of the USAD curriculum by having students use their first language as needed while preparing for the Academic Decathlon.

USAD's 2009–2010 language and literature curriculum as well as USAD's essay and speech events address aspects of the following Curriculum and Content Area Standards for English Language Arts:

- *STANDARD 1: Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.*
- *STANDARD 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, and aesthetic) of human experience.*
- *STANDARD 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).*
- *STANDARD 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.*

- *STANDARD 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.*
- *STANDARD 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.*
- *STANDARD 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.*
- *STANDARD 8: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, and video) to gather and synthesize information and to create and communicate knowledge.*
- *STANDARD 9: Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.*
- *STANDARD 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.*
- *STANDARD 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).*

Mathematics

Standards Background

In 2000, the National Council of Teachers of Mathematics (NCTM) published its *Principles and Standards for School Mathematics*, which outlines the essential components of a high-quality school mathematics program. Included in this publication are five content standards as well as five process standards. The focus of this document will be on the content standards as the process standards are largely contingent on the manner in which the team and their coach learn and teach the math curriculum.

USAD and the Principles and Standards for School Mathematics

USAD's 2009–2010 mathematics curriculum addresses aspects of all five of the NCTM's Content Standards for Grades 9–12:

- *CONTENT STANDARD 1: Numbers and Operations*
- *CONTENT STANDARD 2: Algebra*
- *CONTENT STANDARD 3: Geometry*
- *CONTENT STANDARD 4: Measurement*
- *CONTENT STANDARD 5: Data Analysis and Probability*

Music and Visual Arts

Standards Background

The National Standards for Arts Education were developed by the Consortium of National Arts Education Associations (under the guidance of the National Committee for Standards in the Arts). The standards outline basic arts learning outcomes integral to the comprehensive K-12 education of every American student. The National Standards for Arts Education are organized into four disciplines: Dance, Music, Theatre, and Visual Arts.

USAD and the National Standards for Music

USAD's curriculum allows students and teachers to address four of the nine content standards for music. The five standards that are not met all involve the performance, composition, or notation of music. USAD's music curriculum is centered on musicology (as opposed to composition or performance) and is designed to be accessible to all students, including those who cannot read musical notation and those who have no formal training in musical performance.

USAD's 2009–2010 music curriculum addresses aspects of the following national content standards for music:

- *STANDARD 6: Listening to, Analyzing, and Describing Music*
- *STANDARD 7: Evaluating Music and Music Performances*
- *STANDARD 8: Understanding Relationships between Music, the Other Arts, and Disciplines outside the Arts*
- *STANDARD 9: Understanding Music in Relation to History and Culture*

USAD and the National Standards for Visual Arts

USAD's curriculum allows students and teachers to address five of the six content standards for visual arts. The only standard not directly met by USAD's curriculum (Standard 1: Understanding and Applying Media Techniques and Processes), can easily be incorporated as a part of the USAD curriculum by having students create their own works of art in addition to studying the works of others.

USAD's 2009–2010 art curriculum addresses aspects of the following national content standards for visual arts:

- *STANDARD 2: Using Knowledge of Structures and Functions*
- *STANDARD 3: Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas*
- *STANDARD 4: Understanding the Visual Arts in Relation to History and Cultures*
- *STANDARD 5: Reflecting Upon and Assessing the Characteristics and Merits of Their Work and the Work of Others*
- *STANDARD 6: Making Connections between Visual Arts and Other Disciplines*

Science

Standards Background

The National Science Education Standards were produced by the National Research Council in 1995 and published in 1996. The Standards deal concurrently with six aspects of science education: standards for science teaching; standards for professional development for teachers of science; standards for assessment in science education; standards for science content; standards for science education programs; and standards for science education systems. The focus of this document will be on the standards for science content. The content standards outline what students should know, understand, and be able to do in natural science.

USAD and the National Science Education Content Standards

Rather than cover a broad spectrum of topics and scientific fields of study, USAD's science curriculum usually explores a specific topic in greater depth than is typical for a high school-level curriculum. As a result, the number of the National Science Education Content Standards that are addressed each year by USAD's science curriculum may be limited; however, when viewed over the course of several years, USAD's science curricula have met a great many of the National Science Education Content Standards.

USAD's 2009–2010 science curriculum addresses aspects of the following National Science Education Content Standards for Grades 9–12:

- CONTENT STANDARD A: Science as Inquiry
- CONTENT STANDARD B: Physical Science
- CONTENT STANDARD D: Earth and Space Science
- CONTENT STANDARD E: Science and Technology
- CONTENT STANDARD F: Science in Personal and Social Perspectives
- CONTENT STANDARD G: History and Nature of Science

Social Science

Standards Background

The Curriculum Standards for Social Studies were developed by a Task Force of the National Council for the Social Studies (NCSS) and approved by the NCSS Board of Directors in April 1994. The NCSS standards include aspects of several different fields of study, including civics, geography, U.S. history, and world history.

USAD and the Curriculum Standards for Social Studies

Rather than cover a broad spectrum of topics, time periods, and cultures, USAD's social science curriculum usually explores a specific topic in greater depth than is typical for a high school-level curriculum. As a result, the number of the NCSS standards that are addressed each year by USAD's social science curriculum may be limited; however, when viewed over the course of several years, USAD's social science curricula have met many of the NCSS standards.

USAD's 2009–2010 curriculum (social science and economics) addresses aspects of the following NCSS standards for U.S. History for Grades K–12:

- *STANDARD 2: Era 2: Colonization and Settlement (1585–1763)*
- *STANDARD 3: Era 3: Revolution and the New Nation (1754–1820s)*

USAD's 2009–2010 curriculum (social science and economics) addresses aspects of the following NCSS standards for World History for Grades 5–12:

- *STANDARD 6: Era 6: The Emergence of the First Global Age, 1450–1770*
- *STANDARD 7: Era 7: An Age of Revolutions, 1750–1914*

Source List

"NCSS Standards." *Education World*. 6 Sept. 2006 http://www.educationworld.com/standards/national/soc_sci/index.shtml.

"National Standards." *National Council on Economic Education*. 6 Sept. 2006 <http://www.ncee.net/ea/standards/>.

"National Standards for Arts Education." *Education World*. 6 Sept. 2006 <http://www.education-world.com/standards/national/arts/index.shtml>.

"Science Content Standards: 9–12." National Science Teachers Association. 6 Sept. 2006 <http://newton.nap.edu/html/nses/6a.html>.

"Standards for the English Language Arts." *The National Council of Teachers of English*. 6 Sept. 2006 <http://www.ncte.org/about/over/standards/110846.html>.

"Standards for School Mathematics." *National Council of Teachers of Mathematics*. 6 Sept. 2006 <http://standards.nctm.org/>.