

2023-24 Challenge Experience

Curriculum Connections



Destination Imagination's Team Challenges align well with U.S. national curriculum standards for English Language Arts, Mathematics, Fine Arts, Next Generation Science Standards, Health, and Social Studies. This chart indicates which standards can be addressed when students participate in a particular Challenge category. Additional standards may be addressed based on each team's unique solution.

| CHALLENGE CATEGORIES | | | | | | |
|----------------------|------------|-----------|---------------|-------------|------------------|----------------|
| Technical | Scientific | Fine Arts | Improvisation | Engineering | Service Learning | Early Learning |

| ENGLISH LANGUAGE ARTS | | | | | | |
|--|---|---|---|---|---|---|
| Reading (Craft and Structure): Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | ● | ● | ● | ● | ● | ● |
| Reading (Integration of Knowledge and Ideas): Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | ● | ● | ● | ● | ● | ● |
| Writing (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. | ● | ● | ● | ● | ● | ● |
| Writing (Research to Build and Present Knowledge): Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | ● | ● | ● | ● | ● | ● |
| Speaking and Listening (Presentation of Knowledge and Ideas): Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | ● | ● | ● | ● | ● | ● |
| Speaking and Listening (Presentation of Knowledge and Ideas): Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | ● | ● | ● | ● | ● | ● |
| NEXT GENERATION SCIENCE | | | | | | |
| Forces and Interactions: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. | ● | | | ● | | |
| Interdependent Relationships in Ecosystems: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. | | | | | | ● |
| Structure and Properties of Matter: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. | ● | | | ● | | |
| Engineering Design: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. | ● | ● | ● | ● | ● | ● |
| MATHEMATICS | | | | | | |
| Measurement and Data: Represent and interpret data. | ● | ● | | | ● | ● |
| Measurement and Data: Measure and estimate lengths in standard units. | ● | | | | ● | |
| Geometry: Solve real-world and mathematical problems involving area, surface area, and volume. | ● | | | | ● | |
| FINE ARTS | | | | | | |
| Creating: Generate and conceptualize artistic ideas and work. | ● | ● | ● | ● | ● | ● |
| Performing/Presenting/Producing: Convey meaning through the presentation of artistic work. | ● | ● | ● | ● | ● | ● |
| Responding: Interpret intent and meaning in artistic work. | | | ● | ● | ● | ● |
| Connecting: Synthesize and relate knowledge and personal experiences to make art. | ● | ● | ● | ● | ● | ● |
| Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | | ● | ● | ● | | ● |
| HEALTH | | | | | | |
| Interpersonal Skills: Demonstrate how to communicate kindness, empathy, compassion, and care towards others. | ● | ● | ● | ● | ● | ● |
| SOCIAL STUDIES | | | | | | |
| Time, Continuity, and Change: Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world. This theme appears in courses in history, as well as in other social studies courses for which knowledge of the past is important. | | ● | | | | |