



# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; width: 90%;">Academic Decathlon</div> <p><input type="checkbox"/> New <input type="checkbox"/> Revised</p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 90%;"></div> <p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; height: 20px; width: 90%;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p><b>CREDIT TYPE EARNED:</b>      <b>CALPADS CODE:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Elective</td> <td style="width: 50%; padding: 2px;">9210</td> </tr> </table>	Elective	9210	<p><b>Subject Area:</b></p> <p><input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other</p> <p>Is this classified as a Career Technical Education course?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 90%;"></div> <p><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; width: 90%;"></div>	<p><b>Grade Level(s)</b></p> <p><input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>		
Elective	9210					
<p><b>Was this course <u>previously approved by UC</u> for PUHSD?</b></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet? G - College Prep</p>	<p style="text-align: center;"><b>Credential Required to teach this course:</b> <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p><i>Checked against requirements of title 58000(b) Requires credential based on bachelors degree and student teaching NO EMERGENCY documents</i></p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; border: 1px solid black; text-align: center;"> </td> <td style="width: 30%; border: 1px solid black; text-align: center;"> <p>12/19/23</p> </td> </tr> <tr> <td style="text-align: center;"><b>Signature</b></td> <td style="text-align: center;"><b>Date</b></td> </tr> </table>			<p>12/19/23</p>	<b>Signature</b>	<b>Date</b>
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<p><b>Submitted by:</b> Charles Adams <b>Site:</b> Heritage High School <b>Date:</b> <b>Email:</b> charles.adams@puhsd.org</p>	<p><b>Unit Value/Length of Course:</b></p> <p><input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:</p>					
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>				
Director of Curriculum & Instruction		12/15/23				
Asst. Superintendent of Educational Services		12/15/23				
Governing Board						

**Prerequisite(s) (REQUIRED):**

None

**Corequisite(s) (REQUIRED):****Brief Course Description (REQUIRED):**

The Academic Decathlon course will provide students with a rigorous and diverse learning experience that spans ten academic disciplines. Students will be asked to deeply research and study topics in seven academic areas: language, music, art, economics, science, social studies and math. They will also study and participate in three performance activities: speech, essay writing and interviewing. Students will develop research skills, critical thinking skills and inference abilities to prepare them for the Academic Decathlon competition as well as for college. Students who take this class will be better prepared for success in college and careers.. Oral and written communication will also be covered in the course as students take part in speech, essay and interview activities.

**B. COURSE CONTENT****Course Purpose (REQUIRED):**

*What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.*

- Students will develop research skills, critical thinking skills and inference abilities to prepare them for the Academic Decathlon competition as well as prepare for college organization skills
- Students will Study and master topics that are not traditionally taught in core classes, they will develop strong skills in the following areas: listening, speaking, analysis, evaluation, critical reading, and critical thinking

**Course Outline (REQUIRED):****Unit 1: Art**

-The art curriculum consists of art fundamentals which teach students about the techniques to create works of art and how each technique can be purposefully manipulated by the artist to convey meaning in a work of art. After students learn the basic elements of art, they then apply them to 15-20 works of art. Students must think critically and analyze a work of art through formal and contextual analysis. They must determine how the basic elements of art were used to construct meaning and also must examine the historical, religious, political, social, and cultural influences on each work of art. As such, students progress from a foundational level understanding of the elements of art in isolation to a more nuanced understanding of art as a whole through the careful analysis of art pieces from ancient times to the modern era. To achieve these aims, students critically read art texts and produce written works

analyzing art pieces formally and contextually.

## 1. ART FUNDAMENTALS

### 1. Introduction to Art History

#### 1. Methods and Inquiries of Art History

1. The Nature of Art Historical Inquiry
2. Sources, Documents, and the Work of Art Historians
3. The Development of Art History

#### 2. Brief Overview of Art in the Western World

1. Ancient Civilizations
2. Greek and Roman Art
3. Early Christian and Medieval Art
4. The Renaissance and Baroque
5. Rococo, Neoclassicism, and Romanticism
6. Realism and Impressionism
7. Post-Impressionism and Other Late Nineteenth-Century Developments
8. The Emergence of Modernism
9. Abstraction
10. Pop Art, Minimalism, and Photo Realism
11. Earthworks, Installations, and Performance

#### 3. Brief Overview of Non-Western Art

1. Asian Art
2. African and Oceanic Art
3. Islamic Art
4. The Americas

### 2. Elements of Art

#### 1. Formal Qualities of Art

1. Line
2. Shape and Form
3. Perspective
4. Color
5. Texture
6. Composition

#### 2. Processes and Techniques

1. Drawing
2. Printmaking
3. Painting
4. Photography
5. Sculpture
6. Mixed Media
7. Performance
8. Craft and Folk Art
9. Architecture

### 2. Theme Specific Art Pieces

\*\* Changes Each Year - students use the knowledge of art history and techniques of art analysis to analyze the pieces selected for the year.

### Unit Assignment(s)

1. Read, annotate, discuss and critically analyze the art curriculum packet and specific works of art
2. Demonstrate proficiency through multiple quizzes and exams and other means of assessments
3. Design and create online presentations on art history periods and art analysis of the selected art works to present to the class for discussion and critique.
4. Complete study materials, including online resources and testing.
5. Analyze and discuss the composition of works of art and find connections to art history.
6. Analyze works of art to understand their meaning to a particular time period or society and explain the

meaning in a short essay.

## **Unit 2: Economics**

-The economics curriculum is characterized by high levels of analytical thinking and problem solving. Students must first learn the fundamental economic concepts that underlie microeconomics and macroeconomics. Throughout this process, students are challenged to calculate economic concepts such as unemployment rate, Consumer Price Index (inflation), elasticity of demand, and more. Moreover, students are asked to analyze supply and demand curves and determine what will result when forces in the economy cause these curves to shift in one direction or another. They must analyze the effects that market forces will have on the economy as a whole using supply and demand curves as models. Students then progress to applying basic economic conceptual understandings to the actual economy of a selected country or time period. They must analyze this chosen economy while applying the economic principles of microeconomics and macroeconomics as well as through utilizing problem solving. Students will critically read economics texts and solve economics problems.

### **1. FUNDAMENTAL ECONOMIC CONCEPTS**

#### **1. Basic Assumptions of Economics**

1. Scarcity
2. Trade-offs
3. Opportunity Cost
4. Rationality
5. Gains from Trade

#### **2. Models and Economic Theory**

#### **3. Positive and Normative Economics**

#### **4. Efficiency as a Goal**

#### **5. Microeconomics and Macroeconomics**

### **2. MICROECONOMICS**

#### **1. Perfectly Competitive Markets**

1. Markets
2. Demand
3. Shifts in the Demand Curve
4. Supply
5. Shifts in the Supply Curve
6. Equilibrium
7. The Characteristics of Competitive Market Equilibrium

#### **2. Applications of the Competitive Market Model**

1. Changes in Market Equilibrium
2. Elasticity
3. Using Elasticity

#### **3. Evaluating Government Policy: The Impact of Price Controls and Taxes**

1. Price Controls
2. Taxes

#### **4. International Trade**

1. An Isolated Economy
2. Adding the Opportunity to Trade
3. Comparative Advantage and the Gains from Trade
4. The Political Economy of Trade

#### **5. The Profit Motive and the Behavior of Firms**

1. Economic Profits and Accounting Profits
2. Finding the Firm's Supply Curve
3. Entry, Exit, and the Market Supply Curve

#### **6. Imperfect Competition**

1. Monopoly
2. Monopoly Supply
3. Welfare Consequences of Monopoly

- 4. Dealing with Monopolies
- 5. Price Discrimination
- 6. Oligopoly
- 7. Monopolistic Competition
- 7. Creative Destruction: The Profit Motive and the Sources of Economic Change
- 8. Market Failures
  - 1. Externalities
  - 2. The Effect of Externalities on Resource Allocation
  - 3. Private Responses to Externalities
  - 4. Government Regulation of Externalities
  - 5. Property Rights
  - 6. The Effects of Private Ownership
  - 7. Public and Private Goods
- 9. Institutions, Organizations, and Government
  - 1. Pork Barrel Politics
  - 2. Rent-Seeking
  - 3. What Is the Proper Role for Government?
- 3. MACROECONOMICS
  - 1. Macroeconomic Issues
    - 1. Economic Growth and Living Standards
    - 2. Recessions and Expansions
    - 3. Unemployment
    - 4. Inflation
    - 5. International Trade
  - 2. Macroeconomic Measurement
    - 1. Measuring Total Output: Gross Domestic Product
    - 2. Understanding What GDP Measures
    - 3. Other Ways to Measure GDP: Expenditures Equal Production
    - 4. Yet Another Way to Measure GDP: Income Equals Production Equals Expenditures
    - 5. Real GDP
    - 6. Measuring Inflation
    - 7. Unemployment
  - 3. Economic Growth, Productivity, and Living Standards
    - 1. The Circular Flow Model of the Economy
    - 2. What Determines How Much an Economy Produces?
  - 4. Savings, Investment, and the Financial System
    - 1. Financial Markets
    - 2. Financial Intermediaries
    - 3. Saving and Investment in Aggregate
    - 4. International Capital Flows in an Open Economy
    - 5. How Financial Markets Coordinate Saving and Investment Decisions
  - 5. Money and Prices in the Long Run
    - 1. What Is Money?
    - 2. Measuring Money
    - 3. The Federal Reserve System, Banks, and the Supply of Money
    - 4. Bank Runs
    - 5. Money and Inflation in the Long Run
    - 6. Why Worry about Inflation?
  - 6. Short-Run Economic Fluctuations
    - 1. Characteristics of Short-Run Fluctuations
    - 2. Potential Output, the Output Gap, and the Natural Rate of Unemployment
    - 3. Explaining Short-Run Fluctuations in Output
    - 4. The Aggregate Demand Curve

5. The Aggregate Supply Curve
6. The Keynesian Model of Short-Run Fluctuations
7. Inflation in the Keynesian Model
8. Using Fiscal and Monetary Policy to Stabilize the Economy

4. Economics Applied to the USAD Curricular Theme for the Year (ex. Technology & Humanity - 2023)

Unit Assignment(s)

1. Read, annotate, discuss and critically analyze the economics reading
2. Demonstrate proficiency through multiple quizzes and exams and other means of assessments
3. Design and create online presentations on fundamental economic concepts, as applied to the microeconomics and macroeconomics of the chosen economy, and present to the class for discussion and critique.
4. Complete study materials, including online resources and testing.
5. Analyze economics principles and models to explain specific economic scenarios.
6. Perform economics calculations
7. Students will read news articles related to economics and write about how it connects to their fundamental understanding of economics built through class curriculum.
8. Representative assignment: Students will critically read about a selected economy, for example the economy of India. Students will perform research on this economy and perform an analysis of the economy using the basic principles of economics. Students will then write a research paper in which they make connections between the economic curriculum and the economy they selected. Students will learn that economic principles do not exist in isolation, but rather are continuously at work all over the world, in the past and in the present.

**Unit 3: Literature**

In the literature curriculum, students are challenged to critically read and analyze several works of literature, including a novel, short stories, poems, essays, multimedia, and/or nonfiction primary sources. Students must first have a basic understanding of literary devices, including but not limited to an understanding of themes, symbolism, and elements of figurative writing. All of these literary tools are used by writers to convey meaning in a work of literature. Students must apply these fundamental elements of literature to selected works as they seek to analyze them critically to unravel the intended meaning. Moreover, students will also analyze these selected works in their proper context, considering the historical environment in which they were produced. Students will critically read and analyze several literary texts and produce works of writing in response.

I. CRITICAL READING

1. Purpose and Main Idea
2. Structure
3. Restatement of Information
4. Genres and their Characteristics
5. Language and Tone
6. Grammar and Syntax
7. Vocabulary in Context
8. Diction

II. Novel

1. A novel is read each year, changing with the theme.

III. Short Works

1. Short stories, poems, speeches, multimedia, nonfiction primary sources, and essays are read each year, changing with the theme.

Unit Assignment(s)

1. Read, annotate, discuss and critically analyze the literature reading
2. Demonstrate proficiency through multiple quizzes and exams and other means of assessments
3. Design and create online presentations on literary concepts and literary analysis of the selected works literature works to present to the class for discussion and critique.
4. Complete study materials, including online resources and testing.
5. Analyze various poems, stories, and novels for themes, tone, etc.

6. Write essays analyzing literature
7. Compare the messages and themes in the works of literature to contemporary society
8. Representative assignment: Students will be given several literary works to critically read and analyze. They will all be from the same time period, or be connected in some other significant way. Students must determine how these works are connected and then apply the fundamental tools of literature to these works to determine their underlying meaning. Students will write an essay expressing their interpretation of these literary works while also placing them in their proper historical context. Students will learn that a work of literature has deeper meaning that can be unraveled through careful analysis of literary devices.

#### **Unit 4: Mathematics**

Throughout the mathematics curriculum, students will be challenged to think critically and utilize problem solving skills. The math curriculum can include algebra, geometry, trigonometry, calculus, and statistics. Furthermore, it is not just one math discipline in isolation but rather a mixture of several. Students must be aware that mathematical problems do not have to be just one discipline at a time and they must decide how to tackle each problem as it comes. Students will read math texts critically and learn various problem solving techniques. Finally, students will understand that solving problems is a process in which often times several steps must be completed correctly to arrive at the appropriate solution.

#### **Unit Assignment(s)**

1. Read, annotate, discuss and critically analyze the mathematics reading
2. Demonstrate proficiency through multiple quizzes and exams and other means of assessments
3. Design and create online presentations on major concepts in the math curriculum to present to the class for discussion and critique.
4. Complete study materials, including online resources and testing.
5. Students collaboratively complete representative problem sets
6. Representative assignment: Students will be assigned alternating sections of the math curriculum. They will read their assigned section critically and make sure they understand the method or techniques necessary to solve all of the problems. Students will create a presentation teaching that section to the class as well as creating a set of homework problems that students should be able to complete after they are taught the material. Students will learn mathematical principles, problem solving skills, and oral presentation skills.

#### **Unit 5: Music**

The music curriculum consists of music fundamentals which teach students about the techniques utilized in the creation of musical pieces and how each technique can be purposefully manipulated by the composer to convey meaning in a work of music. After students learn the basic elements of music, they then apply them to 15-20 musical works (selected works change annually based on the overall USAD theme for the year). Students must think critically and analyze these works of music through formal and contextual analysis. They must determine how the basic elements of music were used to construct meaning and also examine the historical, religious, political, social, and cultural influences on each work of music. As such, students progress from a foundational level understanding of the elements of music in isolation to a deeper understanding of music as a whole through the careful analysis of music pieces from ancient times to the modern era. To achieve these aims, students critically read music texts and produce written works analyzing music pieces formally and contextually.

#### **1. Introduction to Music Theory**

##### **1. Basic Elements of Music Theory**

##### **1. Sound and Music**

1. Music Is Sound Organized in Time
2. Sound Waves
3. Instruments as Sound Sources

##### **2. Pitch**

1. Properties of Musical Sound
2. Pitch on a Keyboard
3. Generating the Twelve Pitches by Dividing the Octave
4. Melody Defined with an Example Using Scale Degrees

### 3. Rhythm

1. a. Beat and Tempo
2. Grouping and Downbeat
3. Syncopation

### 4. Harmony

1. Chords and Harmony

### 5. Other Aspects of Musical Sound

1. Texture, Timbre, and Instrumentation

### 6. Form, Genre, Style

### 7. Musical Form

1. Perceiving Musical Form
2. Elements of Form
3. Composed and Non-Composed Music
4. Repetition and Variation
5. Improvisation
6. Verse-Chorus Form

### 8. Which Is the Real Music?

II. Theme Specific Music Pieces - selected by USAD: students use the knowledge of music history and music theory to analyze the pieces selected for the year.

#### Unit Assignment(s)

1. Read, annotate, discuss and critically analyze the music reading
2. Demonstrate proficiency through multiple quizzes and exams and other means of assessments
3. Design and create online presentations on music history periods and musical analysis of the selected music works to present to the class for discussion and critique.
4. Complete study materials, including online resources and testing.
5. Analyze works of music for connections to music history
6. Analyze works of music to understand their meaning to a particular time period or society
7. Students will attend a classical or jazz music concert and produce a written response to their experience utilizing what they learned about music from the curriculum.
8. Representative assignment: Students will select several pieces of music from the curriculum and compare and contrast them with pieces of music that they choose from outside the curriculum. Students must analyze all of the works using the basic principles of music composition and analyze the meaning of their selected works. Students will write compare and contrast essays to present the results of their analysis of the selected works. Students will learn that each piece of music is carefully crafted using musical tools to create a feeling in the listener and to convey meaning and also that music does not exist in isolation but must be examined in historical context.

#### Unit 6 Science

In the science curriculum, students will learn fundamental concepts across different disciplines such as biology, chemistry, physics, and geology. Students will learn problem solving skills and will utilize them to solve mathematical equations. Students will use these fundamental scientific principles in the analysis of a selected time period or country. They will analyze how science plays a role in the past, present, and future of selected societies. For example, students may learn about the ecology of India, apply principles of biology to infectious diseases during times of war, examine the role chemistry played during the French Revolution, or analyze how quantum mechanics and nuclear chemistry led to the creation of atomic warfare. Students will critically read science texts, solve problems, conduct research, and produce written works.

Science curriculum changes from year to year based on the theme selected by USAD (example: biology of infectious diseases - 2018).

#### Unit Assignment(s)

1. Read, annotate, discuss and critically analyze the science reading.
2. Analyze the limitations of scientific methods and scientific approaches as they apply to the current science curriculum and draw conclusions on how those limitations impact the overall research, discovery, and/or



problem.

3. Analyze scientific models, graphs, and designs to solutions.

4. Analyze and discuss the history of science and how science impacts current society.

5. Perform various calculations depending on the current year's curriculum.

6. Demonstrate proficiency through multiple quizzes and exams and other means of assessments

7. Write essays analyzing scientific concepts, methods, research, discovery, and/or proposing a solution to a problem.

8. Students will read current articles from scientific journals as they apply to the current science curriculum and draw conclusions by analyzing their parallels.

#### Unit 7: Social Science

In the social science curriculum, students will learn that history is at the core of all things. Art, music, literature, science, and economics have historical contexts. Moreover, students will begin to understand the role that a shared history has in shaping time periods and nations. Students will examine societies through various lenses, including but not limited to an examination of religion, culture, politics, and the influence of outside forces. History is about progress; societies grow from and are a product of their past. Students will critically read and analyze historical texts to determine the forces that shaped modern society. The social studies curriculum will explore the role of a new USAD topic each year (i.e. WWII). To accomplish this, students will read and annotate the Social Science Resource Guide provided by USAD. It will cover such areas of the topic as those below:

1. Historiography

2. Political History

3. Economic History

4. Social History

5. Culture and Religion

6. Geography

7. History of Technology and Science

8. Military History

9. Independent Research

Students will analyze the political, economic, and social impact of the given content.

#### Unit Assignment(s):

1. Read, annotate, discuss and critically analyze the Social Science reading

2. Demonstrate proficiency through multiple quizzes and exams and other means of assessments

3. Design and create online presentations on major themes in the social science curriculum to present to the class for discussion and critique.

4. Complete study materials, including online resources and testing.

5. Analyze historical events in relation to contemporary events

6. Students will examine current events through a historical lens.

7. Students will respond to essay prompts that require them to analyze the history, politics, society, and culture of the region or time period studied during the year.

8. Students will create maps to analyze how the geography affects the social, political, cultural, and economic factors studied during the year.

9. Representative assignment: Students will critically read and analyze a selected set of historical documents. They will examine these works for a common theme and then prepare an argument that supports their claim.

The students will participate in a Socratic Seminar in which they discuss with their peers their interpretation of the historical documents. Students will learn how to make connections and create a claim that must be supported by evidence. Moreover, students will learn how to orally communicate and defend their claims.

#### Unit 8: Speech & Interview

Speech and interview focus on oral communication. Students will learn the elements of effective speeches and apply them to the writing of their own speeches. Students will also learn the importance of nonverbal communication skills in a speech or interview setting. Speech is essentially a combination of oral and written communication as students must write a well thought out, effective speech and then determine the appropriate manner to deliver the speech so

as to achieve its purpose. Students will critically read the text of famous speeches in order to understand how the techniques used to write a speech can and should be different than the techniques to write an effective essay. Students will learn how to express themselves orally in an interview setting, learning skills that will help them in college and in future job applications.

1. Speech

1. Students will write, revise, memorize, and perform a 4 minute speech on a topic of their choice.
2. Students will perform 2 minute speeches on one of three topics presented to them in an impromptu fashion with multiple opportunities for both self and peer reflection and critique.

2. Interview

1. Students will prepare for a job interview by creating a self introduction and answering questions about themselves.

Unit Assignment(s):

1. Read texts and watch videos of famous speeches to determine the elements of effective speech writing and delivery
2. Prepare written responses to standard interview questions and practice asking and answering representative questions
3. Learn and practice how to give an impromptu speech with only a minute to prepare for a topic.
4. Complete practice interviews with partners and complete a formal interview with community volunteers.
5. Representative assignment: Students will take their knowledge of speech writing and delivery and examine their own lives for inspiration. They will choose a topic that has personal significance and carefully craft a written speech that utilizes elements of effective speech writing. Students will then examine their written speeches and determine how to perform it incorporating changes in voice, speed of delivery, expressions, and body motions. Students will deliver their speech to the class to be critiqued. Students will learn how important word choice as well as verbal and nonverbal cues are in the communication of the overall meaning in a speech.
6. Complete an interests and strengths survey to create a short self-introduction to use during interviews.

Unit 9: Essay

Essay focuses on written communication. Students will discover the impact that written communication has in expressing ideas to a wider audience.

1. Students will write a well composed written response to various topics presented in the curriculum.
2. Students will outline each essay.
3. Students will develop theses and support their thesis with evidence from the reading.

Unit Assignment(s):

1. Essay writing instruction and discussion (planning & organization, claims, evidence, analysis, and transitions.)
2. Instruction on grammar, usage, mechanics and word choice to ensure proper language style and writing conventions.
3. Practice Essays graded on the USAD Essay Rubric
4. Student and teacher peer reviewed critiques of essays.

Final Exam Details:

Semester 1 - Final exam that consists of seven objective tests (art, music, language & literature, science, social science, economics, and math), an essay on the current year's topic and a prepared speech and interview. Students will also be assessed collaboratively through the Super Quiz format.

Semester 2 - Culminating Research Project - Students will research the current year's USAD theme (ex. Africa, 2018) and one of the main areas of study (art, music, language & literature, science, social studies, economics, art and math), complete a research project and communicate their findings.

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

Art Writing Assignment

-Analyze works of art to understand their meaning to a particular time period or society and explain the

meaning in a short essay.

**Economics writing Assignment**

-Students will critically read about a selected economy, for example the economy of India. Students will perform research on this economy and perform an analysis of the economy using the basic principles of economics. Students will then write a research paper in which they make connections between the economic curriculum and the economy they selected.

**Literature Writing assignment**

-Students will be given several literary works to critically read and analyze. They will all be from the same time period, or be connected in some other significant way. Students must determine how these works are connected and then apply the fundamental tools of literature to these works to determine their underlying meaning. Students will write an essay expressing their interpretation of these literary works while also placing them in their proper historical context.

**Music Writing Assignment**

-Students will select several pieces of music from the curriculum and compare and contrast them with pieces of music that they choose from outside the curriculum. Students must analyze all of the works using the basic principles of music composition and analyze the meaning of their selected works. Students will write compare and contrast essays to present the results of their analysis of the selected works. Students will learn that each piece of music is carefully crafted using musical tools to create a feeling in the listener and to convey meaning and also that music does not exist in isolation but must be examined in historical context.

**Science Writing Assignment**

-Write essays analyzing scientific concepts, methods, research, discovery, and/or proposing a solution to a problem.

**Essay Writing Assignment**

See Unit 9 above

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title: Subject Area Resource Guides

Edition: Updated every Year in May for the following year

Author:USAD

ISBN: www.usad.org

Publisher: USAD

Publication Date: Changes yearly

Usage:

- Primary Text
- Read in entirety or near

**Textbook #2**

Title: Novel - Uniquely selected by Academic Decathlon organization

Edition: Changes yearly

Author: Changes yearly

ISBN: www.usad.org

Publisher: Changes yearly

Publication Date: Changes yearly

Usage: Primary novel

<input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of textbooks: Textbook 1: \$700 as of 2023 (for entire class yearly), released in May for following school year Textbook 2: Price Changes yearly, price varies for required novel, author and book title released in May for following school year avg. \$5 per book (\$180 per class)	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$1,100/year approximate +-360 (for 2 classes)

<b>Key Assignments (REQUIRED):</b>
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
<p>1. Analyze works of art to understand their meaning to a particular time period or society and explain the meaning</p> <p>2. Representative assignment: Students will critically read about a selected economy, for example the economy of India. Students will perform research on this economy and perform an analysis of the economy using the basic principles of economics. Students will then write a research paper in which they make connections between the economic curriculum and the economy they selected. Students will learn that economic principles do not exist in isolation, but rather are continuously at work all over the world, in the past and in the present.</p> <p>3. Representative assignment: Students will be given several literary works to critically read and analyze. They will all be from the same time period, or be connected in some other significant way. Students must determine how these works are connected and then apply the fundamental tools of literature to these works to determine their underlying meaning. Students will write an essay expressing their interpretation of these literary works while also placing them in their proper historical context. Students will learn that a work of literature has deeper meaning that can be unraveled through careful analysis of literary devices.</p> <p>4.. Representative assignment: Students will select several pieces of music from the curriculum and compare and contrast them with pieces of music that they choose from outside the curriculum. Students must analyze all of the works using the basic principles of music composition and analyze the meaning of their selected works. Students will write compare and contrast essays to present the results of their analysis of the selected works. Students will learn that each piece of music is carefully crafted using musical tools to create a feeling in the listener and to convey meaning and also that music does not exist in isolation but must be examined in historical context.</p>
<b>Instructional Methods and/or Strategies (REQUIRED):</b>

Please list specific instructional methods that will be use.
Direct Instruction Socratic Seminar Debate's Think, Pair, Share
<b>Assessment Methods and/or Tools (REQUIRED):</b>
Please list different methods of assessments that will be used.
Paper assessment Verbal assessment through speeches Organizational assessment (college preparation G)

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)				
Day(s)	Objective	Standard(s)	Chapter(s)	Reference
24	Students will know specific composers and pieces that relate to the given topic	Music	Entire Packet	USAD
24	Students will solve specific problems identified from the study guide	Math	Entire Packet	USAD
24	Students will identify specific concepts in the science curriculum as identified in the study guide	Science	Entire Packet	USAD
24	Students will know and identify historical figures as identified through the study guide.	Social Science	Entire Packet	USAD
24	Students will calculate specific economic calculations required through the study guide	Economics	Entire Packet	USAD
24	Students will create a 2 page paper on a topic they select.	Writing	Entire Packet	USAD
24	Students will identify stories and authors as identified through the study guid.	Literature	Entire Packet	USAD
24	Students will identify artists, impressions, and art that relate to the study guide	Art	Entire Packet	USAD
24	Students will create a prepared speech in the length of 3:30 to 4 mins in length	Speech	Entire Packet	USAD
24	Students will answer specific interview questions that relate to a job interview	Interview	Entire Packet	USAD

### C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

### D. BACKGROUND INFORMATION

#### Context for course (optional)

1. There are 10 standards/subjects for the course
  - a. Each Standard/subject should take approximately 24 days to cover
  - b. 5 standards should be covered per semester
  - c. The order of standard/subject does not matter which is covered first, second, third,....
    - i. It is the instructors discretion what order the standards/subjects should be addressed.

#### History of Course Development (optional)

Academic Decathlon was created by Robert Peterson in 1968 for local schools in Orange County, California, and was expanded nationally in 1981 by Robert Peterson, William Patton, first President of the new USAD Board; and Phillip Bardos, Chairman of the new USAD Board.  
(referenced Wikipedia under Academic Decathlon)