



Utah Academic Decathlon

2009-2010 Competition Year
Coaches Manual



The French Revolution

Dear Academic Decathlon Coaches and Team Members:

Welcome to the 2009-2010 competition year of the Utah Academic Decathlon. Congratulations to Park City High School for their 3rd Place finish in the Small School Division at the 2009 US Academic Decathlon Competition held in Nashville, Tennessee. I look forward to joining our top high school at the National Competition to be held in Omaha, Nebraska, April 21-24, 2010.

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. The theme for this year's 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 selected literature is *A Tale of Two Cities* by Charles Dickens.

Please refer to the Utah Academic Decathlon state web site at www.utad.org or the United State's Academic Decathlon web site at www.usad.org for additional information. In this web site you will find a Study Guide to get you excited about this year. It is a great resource for new coaches and the start everyone needs.

Our goal is to communicate the importance of academic achievement by motivating high schools in Utah to sponsor Academic Decathlon teams. There is no better way for a high school to shine in academics than to let their students showcase their abilities in the areas of Essay, Speech and Interview, Art, Music, Mathematics, Science, Social Science, Super Quiz, and Language and Literature

The Academic Decathlon is unlike any high school event. Students compete in everything we value in the working community. This year's state competition will be held March 11-13, 2010 at Dixie State College. If you have any questions, please call the UAD State Director, Ed Rogers, at (435) 652-7729 or email him at erogers@dixie.edu.

I welcome all Utah high schools to take part in learning something about this important time in World History.

Sincerely,

A handwritten signature in black ink that reads "Ed Rogers". The signature is fluid and cursive, with a long horizontal stroke at the end.

Edwin F. Rogers, Jr.
UAD State Director
46 South 1000 East
St. George, UT 84770



UAD Manual Contents

Board of Directors and Contact	3
UAD Fact Sheet	4
Computation of Grade Point Averages	5
General Rules, with “Revised Calculator Policy”	9
Explanation of Scoring	12
State Competition Tentative Schedule	13
State Policies, Procedures and Registration Deadlines	14
Award Distribution	16
Check Sheet	17
Team Registration	18
Code of Behavior	19
Competition Conduct Form	20
Medical Release Form	21
Special Needs Form	22
Guidelines for Speech	23
Speech Timer Instructions	24
Guidelines for Interview	25
Interview Evaluation Rating Scale	26
Topics for Interview	27
Interview: Constructing a Resume	28
Sample Resume	29
Interview Timer Instructions	31
Guidelines for Essay	32
Essay Rubric	34
General Curriculum Notes	35
Essential Information for Coaches	37
Costs Involved	39
The Study Guide	40
Fundraising for UAD	41
How to Start a Team	42
Competition Dates	43
Coach Contact List	44
State Resolution	46

2009-2010 State Board

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<p>Secretary DSC 225 South 700 East St. George, UT 84770 435-652-7590 435-656-4060 FAX</p>	<p>Development</p>
<p>Competition Manager Rachel Martel 225 South 700 East St. George, UT 84770 435-652-7929</p>	<p>Super Quiz Mark Montague (801) 256-5800 Mark.montague@jordan.k12.ut.us</p>
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<p>National Director Mylene Chafe 712-326-9589 (Sprint PCS M to M) mylene@usad.org</p>	<p>Banquet</p>

Utah Academic Decathlon Fact Sheet

Competition:

The Utah Academic Decathlon consists of six tests of academic strength, three demonstrations of communication ability, and one Super Quiz. These tests are all based on a national topic selected for the year. This year's topic is The French Revolution.

Testing Areas:

- Interview
- Speech
- Language and Literature
- Essay
- Mathematics
- Science
- Art
- Social Science
- Music
- Super Quiz

School Participation:

Schools have the opportunity to compete in a local and regional UAD competition. If selected, the team attends the state competition in March. The state championship team is then invited to compete at the national level in April. Each team needs a coach and in some cases two coaches are recommended. There is an entry fee for state competition of \$300, with a \$50 late registration fee, and each team is responsible to provide its own housing, travel, and food expenses.

Team Format:

A team consists of nine full-time students from the ninth through twelfth grades. Each student will compete in all ten tests. Each team is made up of three Honor students, three Scholastic students, and three Varsity students. Only six scores count for the final team standings in the competition, or the top two scores in each of the three categories. Schools may enter with fewer than nine members and still be eligible for team awards as long as there are at least two members in each category. No more than nine members may come to the state competition; alternates do not compete unless they are replacing one of the original nine-team members.

Student Selection:

Only certain classes (course work) can be used in the GPA computation. Please refer to the computation of Grade Point Averages on the following pages for eligibility.

Student Categories:

- 3 Honor Students 3.75--4.00 GPA
- 3 Scholastic Students 3.00--3.74 GPA
- 3 Varsity Student 0.00--2.99 GPA

= 9 member team

Computation of Grade Point Averages

The "focus semesters" for GPA computation go back two years prior to the present grade level of the contestant. If the contestant is a twelfth grader in September of the competition year, then the semesters that are used for GPA computation are all of the tenth grade, all of the eleventh grade, and the summer sessions between tenth and eleventh grades and between eleventh and twelfth grades. Likewise, if the contestant is a tenth grader in the fall, the focus period for GPA computations includes the entire eighth grade, all of the ninth grade, and the summer sessions between eighth and ninth grades and between ninth and tenth grades. This same "two year rule" applies to all students. Regardless of the system used to determine a GPA locally, these criteria must be followed to ensure uniformity and equity among all participants in the United States Academic Decathlon.

1. Grades for courses shall be used in GPA computations for Academic Decathlon competition purposes if the nature of the course is based on theoretical skills and the assessments are objective in nature. Grades for courses that directly deal with the theoretical content covered in the Academic Decathlon curriculum and competitive events should be included in GPA computations. However, a grade for a course focused specifically on the Academic Decathlon should NOT be included in GPA computations.
2. Grades for courses shall NOT be used in GPA computations for Academic Decathlon competition purposes if the nature of the course is performance-based. The skills that are developed in these courses tend to be more technical/vocational or hands-on, and the majority of a student's grade in these courses is performance-based and/or is subjective in nature.
3. Inquiries regarding borderline courses should be referred to the State Director, who will make the determination based on the academic nature of the course, and who will then implement the decision uniformly throughout the state. The decision of the State Academic Decathlon organization and/or the State Director with regard to which course grades are applied to the Academic Decathlon GPA tabulation is final.
4. For all alpha grades, all A's will count as 4.0, all B's will count as 3.0, all C's will count as 2.0, and all D's will count as 1.0. Anything below D will count as 0 points. When numerical grades appear on the transcript in place of alpha grades, they shall be converted to alpha grades according to the official conversion scale that appears on the school's official transcript or in the school's official profile.
5. If a student receives a Fail in any academic course, the F is counted in averaging the student's grades even though no credit is given. When a course has been failed prior to the focus period for which the GPA is being computed but repeated during that period, only the repeat grade is counted. When a course is failed and repeated during the focus semesters, both grades will be counted in the GPA.

6. Incomplete or pass/fail grades are not included in computing the GPA unless the student received an F, which appears on the transcript. Once a grade is given to remove an incomplete, that grade must be used to determine the Decathlon GPA. If only pass/fail grades are assigned, the State Director will determine an evaluation scale in concert with the USAD Competition Coordinator.
7. Community or college courses are included in the GPA only if high school credit is given and the course is listed on the official school transcript.
8. A grade, regardless of whether it is advanced placement, honors, regular, or remedial classification, will count the face value of the final grade as reflected on the official transcript. No weighting of grades for honors classes will be included, even if this is the local district policy. An "A" grade, therefore, will count 4 points for Decathlon computation even if it counts 5 points within the local system. Under no circumstances may an "A" grade count three points. The letter grade shown on the transcript will be used in computing GPA regardless of any plus or minus. State Directors may determine standards for eligibility for students from schools with non-traditional grading systems. Such standards should be communicated to USAD for approval prior to the state competition.
9. If a school or a teacher has a policy of changing grades subsequent to receipt of advanced placement test scores, the new grade must be used for the computation of the Decathlon GPA.

EXAMPLES OF SPECIFIC ACCEPTED/UNACCEPTED COURSES

2009-2010 ACADEMIC COURSE GRADES FOR GPA:

Conversion:

Honor 3.75-4.00 GPA
 Scholastic 3.00-3.74 GPA
 Varsity 0.00-2.99 GPA

Conversion;

A = 4 90-100 = 4
 B = 3 80-89 = 3
 C = 2 70-79 = 2
 D = 1 60-69 = 1
 59- Under = 0

Acceptable Courses

Academic Business Courses
 -Accounting
 Basic Business Economics
 Business Concepts
 Business Management
 Consumer Economics
 Intro to Business

Unacceptable Courses:

(How to, skills-type non-book learning; Lab/hands-on courses)
 Agriculture
 Architectural Drawing
 Art: Ceramics, Drawing, Multi-Cultural,
 Astronomy (unless a Science credit)
 Automotive
 Band/Chorus

Acceptable Courses Continued

Principles of Business
 Agri-Business
 Agri-Science (theory)
 Art Appreciation
 Art History
 Basic Communications
 Business Law
 Computer
 Literacy
 Programming Language
 Science (Theory)
 Creative Writing
 Criminal Law (Justice)
 Debate
 Drama Comp (English)
 Economics
 Engineering Design (Theory)
 English/Language Arts
 Foreign Language Arts
 Foreign Language
 Group Problem Solving (Communications)
 Humanities

Unacceptable Courses Continued

Child Development
 Computer:
 Information Processing, Keyboarding,
 Lab, Micro Applications, Software Courses
 Current Events (unless Social Studies)
 Drafting
 Drama
 Electronics
 Engineering Graphics
 Ethic Law (Theology)
 Graphics
 Health Education
 Home Economics
 Horticulture
 Independent Study
 Industry
 Jewelry
 Mechanical Drawing
 Media Studies
 Medical Ethics
 Metal Procedures
 Morality and Issues

Imp Academic Skills

Journalism

Marketing (Theory)

Math

Music Appreciation

Music History

Music Theory

Oral Communications

Principles of Technology (Science)

Psychology

Science

Social Studies (Contemporary Issues)

Speech

Statistics (Math)

Writing

Multi-Media Communications

Personal Law

Photography

Physical Education

Printmaking

Record Keeping

Religion

Shop

Shorthand/Speed Writing

Stage Craft

Theater Arts

Typing

Vocational Education Courses

Word Processing

Questions regarding computations, contact the UAD competition manager. The guidelines above are the same for the United States National Academic Decathlon.

Utah Academic Decathlon 2009-2010 General Rules

CHEATING:

If a proctor finds a student in any unauthorized communication or using any type of cheating method, the proctor must report the incident to the State Director and his/her decision will be final and irrevocable.

IDENTIFICATION NUMBERS:

All test materials pertaining to an individual student must contain his/her identification number in order to be accepted for scoring. An individual student's name **SHOULD NOT APPEAR ON TEST MATERIALS.**

LEAVING THE TESTING ROOM:

If a student must leave the testing room for any purpose, he/she must first secure the permission of the proctor, and the time lost may not be made up at another time.

SUPER QUIZ-ORAL:

The oral event is held before a large audience; therefore, spectators are requested to be as quiet as possible in order to give each student an equal opportunity.

TARDINESS:

Students have the responsibility of being in the proper test room at the time each test begins. If a student is tardy, he/she will **NOT** be allowed to make up time lost or to have the instructions repeated.

TEST MATERIALS:

All materials necessary for taking the various written tests will be supplied by the proctor. Students are **NOT** permitted to bring additional materials or equipment to the Academic Decathlon tests.

BEHAVIOR CODE:

The behavior code will be enforced throughout the entire competition.

CALCULATORS:

See next page

USAD Calculator Policy for Curriculum Year 2009–2010*

Please be advised that this new policy will allow the use of any model graphing calculator, provided it has none of the features listed in Section III (Prohibited Calculators) of the USAD Calculator Policy. Please also note the new requirements for the clearing of memory in graphing calculators.

The United States Academic Decathlon® has always endeavored to reflect current high school curriculum and instruction in our competitions. Recent surveys of calculator use in high schools nationwide indicate that calculators are now used in the vast majority of high school mathematics courses across the country, and our decision to allow calculators is consistent with this practice in math instruction.

After reviewing the policies of the major testing institutions and consulting state directors, USAD has adapted MOST of the American College Testing (ACT) and College Board (SAT program) guidelines for calculator use as stated below.

I. Competitors May Use Calculators for the Mathematics Test

If competitors wish to use calculators on the USAD Mathematics Test, they are responsible for bringing them to the test. Calculators will not be provided for students who do not bring their own. Calculator use is permitted only for Mathematics; competitors will not be allowed to use calculators on any other test.

USAD will now require all students to clear the memory of their graphing calculators before and immediately following the mathematics test administration. All graphing calculators will be subject to inspection by test administrators and test proctors before and immediately after the math test administration to ensure that the calculators' memories have been cleared.

Students will also be required to sign a compliance statement on the math test cover sheets certifying that they will clear the memory from their graphing calculator immediately before the math test and at the completion of the math test.

II. Permissible Calculators

If a competitor wishes to use a calculator, it can be a basic, four-function, scientific, or graphing calculator, provided it has none of the features listed in Section III below.

III. Prohibited Calculators

Calculators with any of the following features are NOT allowed in USAD competitions:

- pocket organizers
- hand-held or laptop computers
- electronic writing pads or pen-input devices
- models with an alphabetic (QWERTY) keypad, **e.g. TI-92 or HP-95**
- models with paper tape
- models that make noise
- models that can engage in wireless communication (transfer data or information with other calculators)
- models that require a power cord
- models with CAS (computer algebra systems), **e.g. TI-89**

Because companies are continuously introducing new products, it would be impossible for USAD to maintain an up-to-date list of specific model numbers that possess these features. If a competitor is uncertain whether a particular calculator will be allowed, the student should bring a backup that does not possess any of the features in question. No backup calculator will be provided for any competitor whose calculator is disallowed.

IV. Competing without a Calculator

Competitors may opt to take the Mathematics Test without a calculator; however, USAD is suggesting competitors use a basic, scientific, or graphing calculator for solving the trigonometry test items.

V. Calculator Failure during a Test

If a competitor's calculator stops working during a test, the student should continue taking the test without a calculator. No additional calculator will be provided, and the competitor will not be allowed to take the test again later. However, as noted in Section III above, a competitor may bring a backup calculator and/or spare batteries to the test.

**This policy applies for the USAD National Competition.*

Explanation of Scoring

1. The Utah Academic Decathlon has ten events; each event is evenly weighted at 1000 points per competitor for a 10,000-point possible total. However, only six scores are counted for the team ranking, (top two Honor, top two Scholastic, and top two Varsity) so the top team score possible is 60,000. Winning scores at the State Finals are usually in the 40,000 range.
2. Five of the objective tests have 50 items; the raw score is converted to a 1000-point basis by the computer with each item worth 20 points. The math test has 35 items.
3. The essay is scored holistically based on a rubric. Each essay is read independently twice. If there is a divergence of more than 200 points in the two scores, the essay is read and scored by the Chairperson. The third score then replaces the divergent score. The two scores are averaged for the final score.
4. The speech and interview are performed before a panel of judges (usually three). The judges complete the Scantron scoring forms. These are scanned directly into the computer, which then computes an average score based on a maximum of 1000 points.
5. Super Quiz has both a written component and an oral component. The written test will have 40 items worth 15 points each that will count for 60% of the total score ($40 \times 15 = 600$). In the oral relay, each student will answer five questions worth 80 points each that will count for 40% ($5 \times 80 = 400$).
6. Gold, silver, and bronze medals are awarded in each event and for each category. All ties are awarded.
7. Team overall ranking is determined by the top two scores in each category, i.e. the top two Honor scores, the top two Scholastic scores, and the top two Varsity scores.
8. In Super Quiz, the team ranking is also determined by the top two scores in each of the three categories.

Utah Academic Decathlon 2010

Schedule of Events

Thursday March 11, 2010			
<u>Event</u>	<u>Time</u>	<u>Location</u>	<u>Specifics</u>
Registration	10:00 am – 3:00 pm	Burns Arena Concourse	Packet Distribution
Speeches and Interviews	4:30 pm – 9:00 pm	Dixie High School	Best Dress

Friday, March 12, 2010*			
<u>Event</u>	<u>Time</u>	<u>Location</u>	<u>Specifics</u>
General Meeting	7:45 am - 8:15 am	Burns Arena	Dress: NO Shorts
Test Instructions	8:20 am – 8:35 am	Burns Arena	Find Assigned Seat
Essay	8:40 am – 9:40 am	Burns Arena	
Coaches Meeting	9:00 am - 10:15 am	Udvar-Hazy Conference Room	
Math	9:45 am -10:15 am	Burns Arena	
Break	10:15 am - 10:40 am	Avenna Center Patio	
Test Instructions	10:40 am – 10:45 am	Burns Arena	
Social Science	10:50 am - 11:20 am	Burns Arena	
Economics	11:25 am - 11:55 am	Burns Arena	
Lunch Hosted by Lions	12:00 pm – 12:50 pm	Avenna Center Patio	
Super Quiz Written	1:00 pm – 1:30 pm	Burns Arena	
Test Instructions	1:35 pm – 1:45 pm	Burns Arena	
Language Lit.	1:45 pm – 2:15 pm	Burns Arena	
Art	2:20 pm – 2:50 pm	Burns Arena	
Music	2:55 pm – 3:25 pm	Burns Arena	
Break	3:30 pm – 4:20 pm	Avenna Center Patio	
Super Quiz Oral	4:30 pm – 5:30 pm	Burns Arena	

*Hostess tables will be set up for each team in the upstairs level of The Gymnasium. Sponsored by the Lady Lions

Saturday, March 13, 2010			
<u>Event</u>	<u>Time</u>	<u>Location</u>	<u>Specifics</u>
Awards Ceremony	9:00 am	Dixie State College Ballroom	Best Dress
March of the Flags	9:05 am		

Utah Academic Decathlon 2009-2010

State Policies and Procedures

Selection for State Competition

If a district has only one team, that team will be invited to compete at the state competition. A district may also apply for a Cooperative Sponsorship wherein two schools, in order to build a program, may create one team. See the www.utad.org web site for application and guidelines.

If there are two or more teams in a district, the top two teams will be invited to attend state. Districts with more than two teams are required to hold a regional competition that consists of all 10 events. The team scores at this competition will determine which teams progress to the state competition.

After reviewing the number of schools that will be participating from the above two guidelines, if there are still less than 35 teams, all the remaining state teams that competed in district competition will be ranked according to district scores. Starting at the highest team scores, teams will be invited to compete at state until slots for a maximum of 35 teams are filled.

Registration Deadline

Teams must be registered online by **Friday, February 12th, 2010**. Submit the following by mail: *[A \$50 late fee will be assessed after the deadline.]*

1. Team Registration Form
2. \$300 Registration/Banquet Fees
3. Official Stamped and Signed Transcripts for each student
4. Team Competition Conduct Form (formerly Code of Behavior Form) signed by each student, coach and school administrator
5. Medical Release Form signed by each student/parent
6. Special Needs Form (If necessary)
7. A camera-ready copy of your school logo (if this is your first competition--we will use this to make your school flag)

All forms available at www.utad.org and mailed to:

Rachel Martel
Dixie State College of Utah
Udvar-Hazy #322
225 South 700 East
St. George, UT 84770

Registration Fees

All teams competing at the State level must submit the \$300 registration fee. We continue to recommend that the schools find sponsors to help supplement this registration cost. The schools can raise the \$300 in any way they feel appropriate (their schools, school districts, cooperate sponsors, etc.). Registration Fees are due by February 12th, 2010 to avoid the \$50 late fee.

Banquet Time

The awards banquet is on Saturday morning. A brunch will be served. This change was in request of coaches who needed to travel and return to other events after the meal. So far it has worked great. A tentative time line is contained in this manual and is also located on the www.utad.org website.

A Note on Volunteers

The three-day competition requires literally hundreds of volunteers, all of whom live within the St. George community. Please show your appreciation by dressing and acting the part of excellence. The uniqueness of this competition is that each student needs to look and shine his/her best. On the night of the speech/interview, students need to be in their best dress. Many of these volunteers and judges have been doing this for years. They know what to look for and they can easily see if students are not at their best.

Utah Academic Decathlon Award Distribution 2010

Individual Event Awards

Small School – Bronze, Silver, Gold medals for each category

Medium School - Bronze, Silver, Gold medals for each category

Large School – Bronze, Silver, Gold medal for each category

Super Quiz

Super Quiz Oral Team Trophy (at event)

Super Quiz Overall Team Trophy

Team and School Division Awards

Small School – first, second, third trophies & certificates

Medium School– first, second, third trophies & certificates

Large School– first, second, third trophies & certificates

Teams that place first, second, or third overall will not be awarded in the division awards.

Overall Team Winner

1st Place, trophy and certificates

2nd Place, trophy and certificates

3rd Place, trophy and certificates

The Highest Scoring Student Award

Highest score, trophy and \$250 scholarship

Second highest score, trophy and \$200 scholarship

Third highest score, trophy and \$150 scholarship

Highest Scoring Student per Team

Top scorer per team receives \$100 scholarship and certificate

If a student is awarded 1st, 2nd, 3rd in highest scoring student, they will not be awarded highest scoring student per team award

Rookie Team of the Year

The highest ranked team score of all the new participating schools receives a team plaque and certificates

UAD CHECK SHEET

Please send the following items by Friday, February 12, 2010:

Via Mail

- Team Registration Form
- \$300 Registration/Brunch Fees
- Official Stamped and Signed Transcripts
- Team Competition Conduct Form signed by all required
- Medical Release Form for each student
- Special Needs Form (if applicable)
- Photo of school logo (if this is your first competition—we will use this to make your school flag.)

Submit to:

Utah Academic Decathlon

Rachel Martel

Udvar-Hazy #322

225 South 700 East

St. George, UT 84770

We need to make all the arrangements necessary to have a terrific decathlon; therefore, if you are unable to send us your information on time, your team will not be allowed to participate. The Competition Manager requires sufficient time in order to evaluate each student's transcripts for all teams.

ONE LAST REMINDER- TRANSCRIPTS MUST BE INCLUDED WITH THE REGISTRATION FORM.

UTAH ACADEMIC DECATHLON

VERIFICATION OF 2009-2010 COMPETING HIGH SCHOOL TEAM

**TO BE COMPLETED BY THE HIGH SCHOOL TEAM COACH
OFFICIAL TRANSCRIPTS MUST ACCOMPANY THIS FORM**

School District _____ Superintendent _____

School _____ Enrollment _____

Address _____ City _____ Zip _____

Principal _____ Phone _____

Coach (es) _____

Email _____ Phone (home) _____ FAX _____

Did you attend a District Competition? Yes/No _____ Location _____ How many schools? _____

Did you attend a Region Competition? Yes/No _____ Location _____ How many schools? _____

The United States Academic Decathlon as well as the Utah State Academic Decathlon does not discriminate on the basis of race, creed, national origin or handicap. If a student has a handicapping condition that requires special assistance, the student's coach must inform the competition director in writing by completing the SPECIAL NEEDS Form. Student # _____ (listed below) will need special assistance or accommodations

Please type or print the name of team members on the following lines. The number prior to the line is the GPA category and determines the order of participation in the SUPER QUIZ. (V7, V8, V9, S4, S5, S6, H1, H2, H3)

	TEAM ROSTER	NAME	GPA	T-Shirt Size
HONOR	1.	_____	_____	_____
	2.	_____	_____	_____
	3.	_____	_____	_____
SCHOLASTIC	4.	_____	_____	_____
	5.	_____	_____	_____
	6.	_____	_____	_____
VARSITY	7.	_____	_____	_____
	8.	_____	_____	_____
	9.	_____	_____	_____
COACH (ES)	Name _____	M/F	Years Coaching _____	T-Shirt Size _____
	Name _____	M/F	Years Coaching _____	T-Shirt Size _____

I have attached a pronunciation guide for student(s) # _____ (listed above).

Mail this form and official transcripts by February 12, 2010 to:
Utah Academic Decathlon
Rachel Martel
225 South 700 East
Udvar-Hazy #322
St. George, UT 84770
(435) 652-7929

UTAH ACADEMIC DECATHLON CODE OF BEHAVIOR

The following standards apply to all students, coaches, advisors, and chaperones who participate in the Decathlon. By signing the Competition Conduct Form (found on the following page and also online at www.utad.org) you agree to abide by this code of behavior.

Dress Standards

1. Speech and Interview: Professional dress.
2. All testing: Decathlon sweatshirt or other sports shirt, nice pants or jeans.
3. Social events/evening out: Casual dress.
4. Awards Brunch: Professional dress.

Personal Conduct

1. I will use appropriate language, courtesy, and respect for other students, coaches and staff at all activities.
2. Demonstrate respect for facilities.
3. Attend all planned events

Coach/Chaperone Responsibilities

1. Provide the necessary supervision of your students throughout your stay.
2. Damage done to facilities will require full restitution by the individual/school responsible.
3. Dress appropriately for the various events as above. We do not want to restrict anyone's attendance, but we do wish to have a professional and successful event without unnecessary distractions.
4. Make sure your students understand what is expected of them during the state meet. If you or they have any questions, please do not hesitate to contact the state director for clarification.

Team Competition Conduct Form

Non-profit organizations, USAD and UAD, require that each decathlete, the coach (es) and school administrator sign a Competition Conduct Form. This form is an agreement between the decathletes, the coach (es), school administrator, USAD and the UAD.

- Each decathlete, coach and administrator is to read and sign the performance agreement statement.
- One form per team and failure to sign and submit the form disqualifies Team and/or Decathlete.
- Non-compliance will result in disciplinary action at the discretion of UAD officials.
- The form will be turned in upon registration for state competition, or prior to any district or regional competition if requested.

2009-2010 (Print version found at www.utad.org)

Utah Academic Decathlon

I understand that these are official tests of the United States Academic Decathlon and I hereby affirm that I have prepared for and will perform on these tests in a manner consistent with the highest standards of honesty and integrity. Should I choose to use a calculator for the math test, it shall be an acceptable model as stated in the current calculator policy as approved by USAD and the UAD. I will not make any attempt to acquire or to divulge any inappropriate advance information, such as any current test or test items.

I understand and agree that in the case of any questionable conduct, as determined by the UAD officials, I will take a parallel retest, within a given time frame, to provide validation of my scores at the discretion of the UAD officials. I also understand that UAD officials reserve the right, in their discretion, to take any other remedial action that they deem necessary in the event of any misconduct, up to and including individual and or team disqualification, and the UAD officials' determinations of misconduct shall be final. Finally, I affirm that my coach has provided all the necessary information concerning the rules and standards of the Competition, the content of the Competition Handbook, and other materials, including dress and other conduct requirements for competition.

Decathlete's Signature

Date

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

I will coach in a manner consistent with the highest standards of honesty, integrity, and respect for all competitors. I will adhere to all policies and procedures set forth in the UAD Competition Handbook, and recognize the UAD's discretion to take any and all steps necessary to enforce the standards and rules identified in the Competition Handbook, and in all other relevant UAD materials. I understand that the goal of the UAD is to maintain the highest standards and that UAD official's determinations are final and may include disqualification and or refusal to admit to future competitions.

Coach (es) Signature

1. _____	_____
2. _____	_____
3. _____	_____

School Administrator's Signature (signifies understanding of expected team/coach conduct)

1. _____	_____
----------	-------

Utah Academic Decathlon 2009-2010

Medical Release Form

I, the parent/guardian of _____, give
(Student)

_____ or _____
(Coach) (Coach)

from _____ authority to act in my
(High School)

behalf in the event that medical assistance is needed during

the dates of _____ to _____.

Our medical insurance company is _____.

The policy number is _____.

Parent/Guardian Signature _____.

Date _____.

**UTAH ACADEMIC DECATHLON
State Competition 2009-2010**

Special Needs Form

STUDENT NAME: _____

SCHOOL: _____

ADDRESS: _____

SCHOOL PHONE: _____

SCHOOL FAX: _____

COACH (ES): _____

NATURE OF DISABILITY: _____

Please attach a copy of IEP and history of how student has been accommodated at previous competitions.

Coach's Signature

Date

**INCLUDE THIS FORM IN PACKET
INFORMATION DUE BY FEB 12TH 2010**

Guidelines for Speech

In the United States Academic Decathlon (USAD), the speech component consists of a four-minute prepared speech and a two-minute impromptu speech. The rules are very minimal, since the USAD policy is to allow for the full spectrum of topics and practices utilized at the local level.

Generally, each student's speech is scheduled by appointment either some time during competition day or on the day preceding the tests. At the National Finals, all speeches and interviews are held the day before the tests, and a special invitational Speech Showcase is held on the evening of the event in which the top three Prepared Speeches in each category will be performed before an audience. The Utah Academic Decathlon conducts their speech and interviews before testing, or on the first night of competition, which is usually a Thursday night.

In the speech event, the student gives a prepared speech between 3 ½ to 4 minutes in length. Students receive a time signal from the judges and the student should close within the time designated. Some states have specific penalties for either too short or too long a speech, but in most cases the judges include this factor in the overall effectiveness scoring.

The Impromptu Speech usually follows the prepared speech. The student is handed a card with three optional impromptu topics on it. At the state level, these topics are created by the USAD and are assigned at random by the judges. The student then has one minute to prepare. The speech should not be less than 1 ½ minutes and no more than 2 minutes in length. A cue at the 1½ minutes point is common.

It is appropriate for the competition manager to provide coaches with a set of sample impromptu topics.

Following is a sample of impromptu topics:

1. What does public education succeed in, what does it fail in?
2. Had you a time machine, would you go back in time or forward in time, and why?
3. Should it cost more to get a driver's license?

Speech: Instructions for Timer

Prepared Speech

Timer will use stopwatch and time cards.

CARDS:

1. "START" - Show card to begin the speech.
2. "1 MIN. LEFT" - Show card when 1 minute remains (has talked 3 minutes).
3. "30 SEC. LEFT" - Show card when 30 seconds remain (has talked 3.5 minutes).
If the speech stops before this, a penalty applies.
4. "0" - Show card when 4 minutes have passed (end of the speech).
5. "STOP" - Show card at 4 minutes 15 seconds. If speech goes beyond this, a penalty applies.

Timers are to tell judges if time penalties apply (speech too long or too short). The time penalty is a MINUS 50 points for the speech portion if it was too long or too short.

Impromptu Speech

Timer will use stopwatch and time cards.

CARDS:

1. The judges will hand the speaker the three speech topics from which to choose one topic. The timer will time speaker for one minute to prepare. Then the timer tells the speaker to begin. (Use stop watch, not cards.)
2. When the speaker begins, the timer begins using the cards.
3. "START" - Show card as you tell the speaker to begin Impromptu Speech.
4. "1 MIN LEFT" - Show card when 1 minute remains (has talked 1 minute).
5. "30 SECONDS LEFT" - Show card when 30 seconds remain (has talked 1.5 minutes). If speech stops before 1.5 minutes, a penalty applies.
6. "0" SEC." - Show card at 2 minutes. This is the end of the speech.
7. "STOP" - Show card at 2 minutes 15 seconds. If speech goes beyond this time, a penalty applies.

The time penalty is MINUS 50 points for the Impromptu Speech if too long or too short.

Guidelines for Interview

An interview has two primary functions: 1) to give information, and 2) to get information. In the framework of the Decathlon, most of the interviewing process will be devoted to the judges "getting" information from the students. It is important that the interviews be objective, consistently uniform, and that all students have the same opportunity to express themselves in this competition.

The students are likely to be a little nervous and apprehensive. The judges will create an atmosphere that is relaxed and informal. Our goal is to provide a setting that is conducive to the students performing to the best of their abilities.

It is our intent to pattern the interview after the guidelines which apply to an employment interview situation. Employment inquiries must be job-related. The interview will be as "contest-related" as possible. The following factors will be observed.

1. Judges will not ask questions regarding race, religion, creed, ethnic groups, national origin or ancestry, political beliefs or affiliations or any questions that can be construed as same. Use question sheet for a guide.
2. One judge will not overpower the conversation. The student will do most of the talking.
3. Judges will help the student relax and talk if they sense apprehension.
4. After the student leaves the room, judges will rate the student on the evaluation sheets provided. It is helpful to discreetly jot down notes or scores occasionally during the interview.
5. Judges should be "active" listeners. They will listen not only to what is being said, but they will observe how it is said, i.e., tone of voice, vocabulary, facial expressions, gestures, etc.
6. Judges should avoid arguing, interrupting or displaying authority. This will put the student on the defensive and infringe on the student's limited time to favorably present himself/herself.
7. Students should not be asked open-ended questions, i.e., questions that cannot be answered by a "yes" or "no." Certain words facilitate open-ended responses while others encourage the opposite result (See below).
 - Open: What, When, How, Who, Where, Which
 - Closed: Is, Doing, Has, Can, Will, Shall

Interview Evaluation Rating Scale

Delivery

Voice Projection is the way a speaker controls volume, clarity, and distinctness of voice to gain greater audibility. Voice should have a variety of rate, volume, and pitch to engage interest, hold attention, and convey self-assurance.

Non-verbal Language refers to the manner in which candidates use gestures, facial expressions, and physical involvement for effective communication. It is the indirect expression of the candidate's real self while speaking. The candidate should speak with enthusiasm and assurance, showing interest in the interviewers and confidence in self.

Through the interview process the individual reveals:

• Problem-Solving Skills	• Interpersonal Skills
• Creative/Developing Skills	• Organizational Skills
• Analytical Skills	• Promotional Skills

When asking questions of the candidate, keep these skills in mind. Help the candidate to develop experience in answering questions that reveal these skills.

Language

Language Usage refers to the appropriate choice of words, proper use of grammar and correct enunciation. Language should promote clear understanding of thoughts.

Content

Listening Skills is the ability to analyze and interpret "what is being asked." In order to answer skillfully and address the issue being considered, the candidate must listen carefully and attentively. The candidate's response will give an indication of his/her level of attention and ability to identify, sort and process information.

Answering Skills is the ability to 1) address the issue being considered, 2) present information in a concise manner, 3) organize information in a logical order, 4) adjust response appropriately to a variety of audiences and 5) pace conversation to convey necessary information and achieve purpose. Order, logic, imagination, intelligence and other personal qualities are reflected in the way answers are given. A well thought out answer engages the interviewers' attention and gives insight into the candidate's personal qualities, skills, goals and experiences. Relevant examples and illustrations support the answers. All information presented should be relevant to the question being asked.

Overall Effectiveness is measured by the 1) nature of information provided, 2) manner in which it was communicated, 3) overall impression it created and 4) rapport established between the interviewer and candidate. Some of the questions to consider are: Did the candidate provide the information requested in a skillful manner? Was the information relevant and meaningful? Was the candidate able to achieve a positive impression of his/her skills, experiences and personal qualities?

Topics for Interview

One Page Resume: Prepared by the Student in Advance

(Each Student should bring three copies to the interview)

Resume should include:

1. Work Experience
2. School Involvement
3. Awards and Achievements
4. Major Projects
5. Goals and Dreams

Sample Interview Questions:

1. What do you want to do for a career? What are you doing today to make that possible?
2. What decathlon subject do you find most difficult? Why?
3. Which do you fear most, failure or rejection?
4. What is the difference between a dream and a goal?

Sample Problem Solving Questions:

1. Are standards and morals being taught in schools today? How?
2. What is the number one problem your generation faces?
3. If you could, what would you change in the state of Utah?
4. Many attend college to get a better job and make more money. What is your response to this?

Discussion Content:

Students should consider asking themselves the meaning of the following words. We have found that students do well in interviews because they have a solid understanding for themselves regarding these words. The reason is self-evident.

- | | | |
|-------------------|------------------|---------------------|
| 1. Love | 12. Learning | 23. Justice |
| 2. Truth | 13. Education | 24. Meaning |
| 3. Reason/Logic | 14. Evil | 25. Conservation |
| 4. Government | 15. Fear | 26. Ethical |
| 5. Economics | 16. Sin/Denial | 27. Spirit |
| 6. Freedom | 17. Wisdom | 28. Equality |
| 7. Agency | 18. Knowledge | 29. Death/Life |
| 8. Responsibility | 19. Hope | 30. Friendship |
| 9. Beauty/Art | 20. Joy | 31. Marriage/Family |
| 10. Charity | 21. Health | 32. Culture |
| 11. Courage | 22. Intelligence | 33. Environment |

UNITED STATES ACADEMIC DECATHLON INTERVIEW – Constructing a Resume

USAD has discontinued using the activities form that has been used in the past for Interview. In its place each decathlete is asked to construct a resume that tells about him/her. Each decathlete shall bring three copies of the resume to his/her Interview. The resume will not be judged. However, the content of the resume will assist the Interview judges in engaging the decathlete in a successful interview.

A good resume will go a long way toward helping make a good impression. A bad resume reflects poorly on the candidate. Everyone has something to offer if he or she will analyze personal abilities, talents, interests, and activities and stress strong points. First impressions count.

Content and layout of the resume can vary widely. However, **keep the resume simple and no more than one page**. It has to be scanned quickly by the judges. A good rule of thumb is to lay the resume out so that it is easy to scan. Do not make the judge read through difficult paragraphs and awkward designs going from left to right rather than top to bottom. See the sample resumes after these pages.

TIPS FOR CONSTRUCTING THE RESUME:

1. Your resume **must** be typed. Use a good quality paper. Save your resume on a diskette so that you can change it as needed. This gives you an opportunity to add, or delete, as you think about things you would like to include about yourself.
2. The resume should be neat. Carelessness and misspelled words are inexcusable. Have some knowledgeable persons proofread your resume and give you tips for improving it.
3. Some things to think about including in your resume would be: extracurricular activities in which you've been engaged in and out of high school, special interests or hobbies you have, leadership positions you hold or have held, work experience(s), and personal goals. A good way to start off a resume is to identify your goal using the infinitive "to." Keep this statement to one line if you can. The use of bullets often helps a judge focus in on what you want to highlight.
4. Grades are an important part of "your" picture, but not the only part. Note areas of responsibility, recognition or honors that have come your way.
5. A demonstrated social awareness can be in your favor. If you have participated in activities where you were recognized by awards or offices, mention these. Quality leadership is welcome everywhere.

Two sample resumes that follow are different in style, the first is easy to scan, the second is hard to read, and yet each seeks to highlight strong points in a straightforward fashion. Construct your resume in the style and type that best suits your interests and emphasizes your strengths, and yet how you lay it all out on the page may either distract or invite a judge.

UNITED STATES ACADEMIC DECATHLON
SAMPLE RESUMÉ (easy to scan)

John W. Woodson
5485 Jones Street
Hometown, Montana 12345
Phone: 987.654.3210

OBJECTIVE

To serve in an internship in the office of the Lieutenant Governor of the state.

EDUCATION

Mountain View High School 2000-2003
Currently a junior with a 3.97 GPA, studying for a college preparatory seal.

AWARDS

- Algebra I - Honor Student
- Geometry - Highest Average
- Algebra II - Highest Average
- Trigonometry - Highest Average
- Physical Science - Honor Student
- Biology - Highest Average
- Chemistry - Honor Student
- Physics - Honor Student
- Latin I - Silver Medal on National Latin Exam
- Latin II – Magna Cum Laude National Latin Exam
- Academic Letter

INTERESTS AND ACTIVITIES

Athletics: Football, Baseball, Basketball Computer Hobbyist
Drama: Cast in three plays – “Grease,” “Alice in Wonderland,” and “Titanic.”

WORK EXPERIENCE

National Institute of Physician Recruitment and Retention Oct 2001-Present
Mountain View, MT
Part Time - Management Information Systems

Target Discount Store Nov 2000-Sept 2001
Mountain View, MT
Part time – Stocking and clerical

REFERENCES

Available upon request

UNITED STATES ACADEMIC DECATHLON
SAMPLE RESUMÉ (hard to read)

Jana Smith
610 Samson Street
Chicago, IL 29577
Phone: 444.444.3333

EDUCATION

Main Street High School 1999–Present
Lake Front Community College 2002 - 2003

Awards and Honors

Beta Club 9, 10, 11, 12
National Honor Society 11, 12
Academic Letter 10, 11
Governor's Honors Program Nominee 10, 11
Dean's List – Lake Front Community College 12
Who's Who in American High School Students 11, 12
Varsity Letter – Mock Trial 12
Varsity Letter – Cross Country 12

SUMMARY OF QUALIFICATIONS

Exceptional academic achievement: 3.9 GPA at Main Street High
4.0 at Lake Front Community College
Proven leadership ability: Beta Club officer
Junior and Senior Class Secretary
Member of Chicago Youth Council
County 4-H president
4-H District officer for North Illinois
Student County member

High involvement in extracurricular programs:
Mock Trial Scholars Bowl
Cross Country Student Council
4-H Key Club
Junior Classical League

Expertise in law and government: Page in state senate
Helped in political campaigns
Mock Trial team member for 3 years

Experience in serving the community:
4-H member for 5 years
Peer Tutor
Community service chair of Student Council
Key Club project chair

Interview: Instructions for Timer

When the Interviewer has used six minutes of the seven minutes allotted, the timer will hold up the “1” (one minute card) indicating time remaining. At six and one half minutes, the timer will hold up the “½” card. At seven minutes the timer should hold up the 0 card. This indicates the interviewer has used the allotted time of seven minutes. The interview should be concluded at this time.

After completing the interview, the student will be instructed to wait outside the door for the judge’s comments. Comments will include one point the student did very well and one point where the student could improve. Judges are instructed to keep comments constructive.

Notes for Coaches and Students

1. Interview questions are generally limited to the following areas:
 - a. Activities listed on the Extracurricular Activities sheet
 - b. Selecting a college or university
 - c. Selecting a field of study in college or identifying a career goal
 - d. Individual and team preparation for the Decathlon
 - e. Values that have strongly influenced the student's life
 - f. Most difficult event in the Decathlon
 - g. Most influential person in student's life
2. Order, logic, imagination, intelligence and other personal qualities are reflected in the way answers are given. A well thought-out answer engages the interviewers' attention and gives insight into the candidate's personal qualities, skills, goals and experiences, as well as insight about the world in which they live. Relevant examples and illustrations support the answers. All information presented should be relevant to the question being asked.
3. Lastly, appropriate attire for speech and interview is important. Students must recognize they are presenting themselves in the best light as they would for an important interview. We have over a 150 local members of the St. George community who conduct these speech and interview sessions, and many of them are retired professionals. Students must adhere to the following dress code:

Boys: Coat, with pressed clean dress shirt, tie and slacks; dress shoes and well-groomed hair kept back from face. They should also be well-shaven and clean. Baggy clothing is inappropriate, as is facial piercing.

Girls: Dress or skirt and blouse; blouse and slacks okay as long as they are pressed clean and look professional. Keep your midsections covered please. Hair should be out of face and well groomed. Makeup should be modest. Tight-fitted clothing is inappropriate, as is facial piercing.

Guidelines for Essay

900-1000: A score in this range is for an OUTSTANDING paper and reflects most or all of the following characteristics:

- Displays clear, logical organization and support of topic through reasons, examples, and/or illustrations.
- Develops topic fully, using specific language and concrete details.
- Exhibits coherence using clear transitions.
- Uses standard written English (grammar, usage, or mechanics) with few or no errors.
- Presents a neat and legible appearance.

750-900: A score in this range is for an EXCELLENT paper and reflects most of the following qualities:

- May include characteristics shown above, but is a "thinner" version, lacking in insight, voice, and style.
- Develops topics with logical organization and support.
- Includes effective reasoning and clear, concise sentences.
- Demonstrates clarity of ideas, but with less imagination.
- Commits few errors in grammar, usage, and mechanics.
- Is a generally neat and legible paper.

600-750: A score in this range is regarded as COMMENDABLE and reflects most of the following features:

- May include qualities listed above, but is written in a cursory manner with less specific detail.
- Organizes ideas logically, but clear transitions are not consistently provided.
- Contains some errors in grammar, usage, or mechanics, which do not interfere with understanding.
- Is reasonable neat and legible.

400-600: A score in this range is considered LIMITED and reflects the following:

- May contain some of the qualities listed above, but lacks precision of organization, creativity, and language facility.
- Develops topic, but may be simplistic or repetitive.
- Displays little or no progression of ideas and may supply irrelevant details.
- Uses elementary vocabulary and sentence structure; word choice may be general rather than specific.
- Contains errors in grammar, usage, or mechanics, which sometimes lead to misunderstanding.
- Is legible in appearance.

200-400: A score in this range is considered MINIMAL and may reflect the following:

- Displays little organization and/or development.
- May show inconsistency or lack of logic.
- May distort the topic.
- May use inappropriate vocabulary or tone.

Essay Guidelines Cont.

- Contains serious errors of grammar, usage, mechanics, or sentence structure, which impede understanding.
- May be difficult to decipher.

Under 200: This score is used for papers that allude to the topic but have no other redeeming qualities, or papers that do not address the topic, and papers where the writer has made almost no effort to perform the task.

Essay Notes:

The USAD generally offers one question from the literature selection and two from the super quiz. Two essay judges will read all essays. The essays will be graded using the USAD Scoring Rubric (see Essay Rubric). If the scores differ by 200 points or more, the essay will then be read by a third reader. The closest two scores will be averaged to determine the essay score.

All students will be required to write an essay. Fifty minutes will be allowed to write the essay. At the beginning of the 50-minute session each student is given the following instructions:

- Select one of the four prompts as the topic for your essay. Two are related to the Super Quiz theme, and the other two are related to the literary selections that you studied this year.
- Write the number of the prompt in the designated box on the cover sheet of your essay. It is not necessary to include the specific language of the prompt at the beginning or in the body of your essay.
- Write a well-developed and organized essay in which you clearly respond to the question or direction that is presented in the prompt.
- State your individual thesis or position and clearly indicate your purpose for writing.
- Follow the accepted rules of Standard English sentence structure, usage, spelling and punctuation; use appropriate diction and style.
- Maintain legible handwriting. Use a pen if you wish, but avoid messy cross-outs. Allow yourself time to proofread your essay.

For the essay topic you choose, state your individual thesis or position clearly. Use specific information and examples from your studies to support your position. Provide a final paragraph to conclude or close your essay.

You have 50-minutes for the essay test. You will get a five-minute warning after 45 minutes has elapsed. You will write your essay on the notebook paper provided. Make sure your ID number is on the cover sheet. Write your ID number in the upper right hand corner of each page of your essay booklet. If you need additional paper, raise your hand and a proctor will provide it.

UNITED STATES ACADEMIC DECATHLON

Essay Rubric (revised in 2003)

Student ID# _____

Directions: Select one performance category in Table A. Within the range of points for that category, record the points scored on the line provided at the bottom of the Table.

A. FOCUS/SCOPE – ORGANIZATION – CONTENT/DEVELOPMENT

Addresses the prompt in an outstanding manner; responds to all aspects of the task; is organized clearly and consistently based on a strong central purpose; provides substantial and specific evidence to support major positions	OUTSTANDING 85 – 100 pts.
Addresses the prompt in an effective manner; responds to several aspects of the task; is organized effectively based on a clear central purpose; provides appropriate evidence to support positions	EXCELLENT 70 – 84 pts.
Addresses the prompt in an adequate manner; focuses on a minor aspect of the task; is organized based on a restatement of the prompt; provides some predictable evidence to support positions	GOOD 55 – 69 pts.
Addresses the prompt in a basic manner; is organized in a limited way; provides evidence that is general or not clearly linked to a position	FAIR 40 – 54 pts.
Addresses the prompt in a limited manner; is organized in a confused way; provides superficial evidence with inadequate elaboration	WEAK 15 – 39 pts.
Fails to address the prompt; absence of organization; absence of relevant content	POOR 0 – 14 pts.

Total for A _____

Directions: Select one performance category in Table B. Within the range of points for that category, record the points scored on the line provided at the bottom of the Table.

B. LANGUAGE/STYLE - CONVENTIONS

Demonstrates exceptional control of sentence structure and precise word choice; is almost entirely free of errors in grammar, usage, and mechanics	OUTSTANDING 85 – 100 pts.
Demonstrates strong control of sentence structure and appropriate word choice; is generally free of errors in grammar, usage, and mechanics	EXCELLENT 70 – 84 pts.
Demonstrates reasonable control of sentence structure and some precision in word choice; contains confusing errors in grammar, usage, and mechanics	GOOD 55 – 69 pts.
Demonstrates some lack of control of sentence structure; limited in word choice; minimal control of grammar, usage, and mechanics	FAIR 40 – 54 pts.
Demonstrates some lack of control of sentence structure; minimal variety in word choice; minimal control of grammar, usage, and mechanics	WEAK 15 – 39 pts.
Minimal control of sentence structure; inappropriate word choice; contains serious errors in grammar, usage, and mechanics	POOR 0 – 14 pts.

Total for B _____

<p>Off Prompt: (OP) Prompt is not addressed</p> <p><i>OP = Zero Score</i></p>	<p>Nonscorable: (NS) Essay is:</p> <p style="text-align: center;"><i>Illegible</i></p> <p style="text-align: center;"><i>insufficient</i></p> <p style="text-align: center;"><i>a blank paper</i></p> <p>NS = Zero Score</p>
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For event coordinator's use only.	
Total points for A _____	X 8 = _____
Total points for B _____	X 2 = _____
TOTAL _____	

2009-2010

Utah Academic Decathlon

General Curriculum Notes

The curricular theme for 2009–2010 will be *The French Revolution*. Following is some general information on the topics in each of the subject areas.

- **SUPER QUIZ:** The Super Quiz will focus on the French Revolution, and the *Super Quiz Resource Guide* will include readings on such topics as the Old Regime (*Ancient Régime*), the causes of the French Revolution, the radicalization of the revolution, the revolution in Saint-Domingue (Haiti), and the legacy of the French Revolution.
- **LANGUAGE AND LITERATURE:** The language and literature curriculum will include critical reading, one novel, and six shorter works. The featured novel will be *A Tale of Two Cities* by Charles Dickens.
- **ART:** The art curriculum will focus on eighteenth-century and early nineteenth-century French art.
- **MUSIC:** The music curriculum will focus on music in France during the eighteenth and early nineteenth centuries and will include a companion CD, featuring fourteen listening selections.
- **SCIENCE:** The science curriculum will focus on an introduction to chemistry and will include a brief overview of the historical development of chemistry with particular focus on the role of Antoine Lavoisier.
- **ECONOMICS:** The economics curriculum will cover fundamentals of economics, including general topics in macro- and microeconomics and international trade and global economic development. The economics curriculum will also include a thematic section focused on the economic history of revolutionary France.
- **MATH:** The math curriculum will cover topics in the fields of general math, algebra, geometry, trigonometry, and differential calculus.

- In each subject area except for Super Quiz, a percentage of the test items will require students to do some independent research beyond the USAD *Resource Guides*. The percentage breakdown of guide-based versus research-based test items for each subject area is indicated in the following graph.

Subject Area	Percentage of Resource Guide-Based Items per Test	Percentage of Research-Based Items per Test
Art	75%	25%
Economics	15%	85%
Lang. Lit.	NA	NA
Mathematics	----	100%
Music	75%	25%
Social Science	75%	25%
Super Quiz (Social Science)	100%	----

Essential Information for Coaches

- The Academic Decathlon competition is comprised of ten events. There are seven multiple-choice exams—one in each of the following subject areas: Art, Economics, Language and Literature, Mathematics, Music, Science, and Super Quiz (Social Science). The Super Quiz event includes an oral relay portion in addition to the written exam. Both the Super Quiz written exam and the Super Quiz oral relay are in multiple-choice format. Students will also take an Essay exam and will be judged in a Speech event as well as an Interview event.
- The multiple-choice exams in Art, Economics, Language and Literature, Music, and Social Science each have 50 questions. The Math exam has 35 questions. The written Super Quiz exam has 40 questions, and the Super Quiz oral relay has either 5 or 10 questions per student. (Coaches can contact their State Director to find out whether the 5 or 10 question format will be used for the Super Quiz oral relay.)
- The *Art Reproductions Booklet* contains reproductions of the 18 artworks that are included in this year's art outline. However, please be aware that no text beyond the title, artist, date, etc., accompanies these reprints.
- USAD permits students to use calculators for the Math exam only. Coaches can view USAD's calculator policy on USAD's web site or contact USAD to receive a copy of the calculator policy.
- The subject area outlines contained in USAD's *Study Guide* will indicate specifically which topics in each subject area will require independent research beyond the *USAD Resource Guides*.
- The Language and Literature test items will largely be derived from the selected works of literature, though some test items may also be based on information provided in the *Language and Literature Resource Guide*.
- The USAD competition tests will be written in accordance with the topics and percentages noted in the subject area outlines that are published in the *USAD Study Guide*.
- All of the Super Quiz test items—both oral and written—will be derived from the *Super Quiz Resource Guide*. The student's oral Super Quiz score accounts for 40 percent of his/her overall Super Quiz score. The student's written Super Quiz score accounts for 60 percent of his/her overall Super Quiz score.
- USAD offers *Resource Guides* in Art, Economics, Language and Literature, Music, Social Science, and Super Quiz (Science). Whereas the *Super Quiz Resource Guide* is a compendium of previously published articles, the other *Resource Guides* are written by individual writers under contract with USAD. The *Resource Guides* will assist students in their study of the topics listed in the subject area outlines.
- USAD offers *Basic Guides* in Art, Economics, Language and Literature, Math, and Music. Whereas the *Resource Guides* focus on the specific topics listed in this year's subject area outlines, the *Basic Guides* offer a reference that can be used by teams year after year. The *Basic Guides* provide an enduring resource for fundamental subject matter information and concepts that generally do not change from year to year.
- The content of the *Art Basic Guide*, the *Economics Basic Guide*, the *Math Basic Guide*, the *Language and Literature Basic Guide*, and the *Music Basic Guide* is the same as it was for the 2008–2009 season. Therefore, if you or your students retained your copies of these guides, you do NOT need to purchase these guides again for the 2009 – 2010 season.
- The *Math Basic Guide* can be downloaded at no cost from USAD's web site <www.usad.org>.

- Test writers have been instructed to construct tests such that at least 10–20% of the questions on each test require the use of higher-order thinking skills.
- Students will be given 30 minutes to complete each of the written multiple-choice exams. Students will have 50 minutes to complete the Essay exam.
- While the *Art Resource Guide* includes information relevant to the 18 selected artworks, this guide contains text only and does NOT include images of the artworks.
- In each of the subject areas except for Super Quiz, a percentage of the test items will require students to do some independent research beyond the *USAD Resource Guides*. The percentage breakdown of guide-based versus research-based test items for each subject area is indicated below.

Subject Area	Percentage of <i>Resource Guide</i>-Based Items Per Test	Percentage of Research-Based Items Per Test
Art	75%	25%
Economics	10%	90%
Language & Literature*	NA	NA
Mathematics	—	100%
Music	75%	25%
Social Science	75%	25%
Super Quiz (Science)	100%	—

Costs Involved

State Entry Fee

The entry fee for the State competition is \$300 per team. This fee partially covers the cost of the following: All testing materials, awards, ten tickets to the awards banquet, shirts. UAD has agreements with hotels in St. George to provide a fair and reasonable rate for rooms at the state competition on a first come first serve basis. Housing costs shall be funded by the individual schools.

Teams must also provide for their transportation to and from the State competition. While some teams have these costs paid by their school or district, many of our participating teams raise their own funds to cover the costs of housing and transportation, as well as the costs of their curriculum materials.

The state championship team will have to pay for their travel to and from their hometown to the National Competition site and rooming costs. The UAD is able to assist with a dinner at the offering of the state director and does what it can to make the trip memorable. All extra activities and food not provided by UAD will be at the expense of the team.

Late Fee

\$50 late fee for teams not registered by the deadline.

Purchasing Your Study Materials

Curriculum materials should be ordered from USAD. They provide curriculum materials in sets of 10 (schools participating with fewer than 10 team members should contact USAD for a per item cost breakdown). Each set of 10 curriculum packets will cost in the \$500 range. This will equip a nine-person team plus the coach. **All USAD curriculum materials and test materials are based on the subject area outlines published in the USAD Study Guide.** Competition test writers will derive 50% of the items on each language and literature, music, and science test from the information presented in the Subject Area Resource Guide for that subject; writers have been instructed to derive the remaining 50% of the test items from sources beyond these guides.

Test writers will construct tests such that at least 10—15% of the questions on each test will require the use of higher order thinking skills. USAD's *Higher Order Thinking Skills* booklet is included in the curriculum package or can be ordered a la carte.

On the following page you will see the minimum materials recommended for preparing your team to compete and are all included in the USAD Basic Curriculum Package. Please see “The Study Guide” on the following page.

The Study Guide

The study guide is **the most essential tool** for competing in the Academic Decathlon. This document sets forth the basic curriculum for the coming year with topic outlines in each of the six standard subject areas. The general rules for the other three events - speech, interview and essay are included, as well as the eligibility guidelines for participation.

The Study Guide is released on May 1 each year and may be ordered from the USAD office. By submitting your order early (in February or March) you will receive your order in May and be able to distribute them to team members before school is out. Go to www.usad.org for information regarding the study guide. Everything you need to know about the Essay and the Speech and Interview is included in this manual.

Subject Area Resource Guides

Subject Area Resource Guides in Language and Literature, Music, Science, and Super Quiz are recommended. The Super Quiz Guide will be a compendium of articles and excerpts written by multiple authors. A single content-area expert will write each the other guides. **ALL** of the Super Quiz Test items—both oral and written—will be based on the information presented in the Super Quiz Resource Guide.

Book of Art Reproductions

This booklet is a compendium of reproductions of the eighteen artworks in this year's art outline. No text beyond the title, artist, date, etc. will accompany these reprints. Individual artist research will be necessary.

Music CD's

Covers the music performed by the artists to be studied.

Practice Test Booklet with Tape

Gives students an overview of the types of questions they can expect on the competition tests.

Materials not included in the basic curriculum package

- The Novel
This year, the novel is "*A Tale of Two Cities*" by Charles Dickens.
- Other Materials Available Through USAD
The USAD 2009-2010 Study Guide contains a section on "Essential Information for Coaches" that lists various resources available for studying the topics for this year's competition.

Fundraising for UAD 2009 – 2010

To All UAD Coaches

The UAD Board is working throughout the state to find sponsors for the Utah Academic Decathlon scholarship campaign. In order to help us reach our funding goals, we are asking each coach/team to provide the UAD Board with names of businesses and or individuals in your areas that might be willing to sponsor the Utah Academic Decathlon. Parents are often a good source.

Once you submit the names and addresses of the individuals or businesses, we will generate a funding request letter that will have both our name and your name on it. We will then mail you the letters and a stamped addressed envelope. We will ask you to sign the letter and then put it in the mail.

You can submit your names and addresses by e-mail or mail. Please list the contact name, business name, complete mailing address, phone number for follow-ups and any other information that would be helpful. You may email these names to martel@dixie.edu.

Thank you for your hard work and dedication to the Utah Academic Decathlon. We appreciate your cooperation and efforts in making the UAD 2010 the best year ever.

Sincerely,

Ed Rogers
UAD State Director
225 South 700 East
St. George, UT 84770
435-652-7729

How and When to Start a Team

Find a Coach

This will most likely be a teacher who has shown enthusiasm for the program. It is helpful to recruit several teachers to help, especially in economics, math, fine arts, and maybe speech. But the primary coach will be the team motivator and must be willing to spend the most time with the students. Many schools use the study materials as curriculum for a class that is held during the school day. The teacher who teaches Academic Decathlon will normally be the coach in this case. While this is a good option it isn't the only way to form a team. A team can also be formed as an after school activity. This of course takes a greater commitment of time from the coach.

Recruiting Students

Putting together a team is usually a challenge since many students may not show enthusiasm for studying as a leisure activity. While a team can compete with as few as 6 students, to be a competitive team at the state finals, you will need to find 3 "A" students, 3 "B" students, and 3 "C" students.

Academic Decathlon is the most difficult academic competition in America today. As such, it has immediate appeal for many A or B students. The "Varsity" students, those with a GPA below 3.0, are usually the most difficult to recruit for your team, but they often turn out to be the most spirited and the most successful. While each high school will need to devise its own strategies, the following procedures may bring you success:

- Ask your counselor to check PSAT/SAT scores; they tend to be good predictors of success in the Academic Decathlon.
- Hold an orientation meeting for interested students and their parents.
- Ask students who might be interested to complete a self-report sheet that includes such information as GPA, strong and weak subject areas and other commitments.
- Ask other teachers in your school to make recommendations.
- Ask interested students to invite their friends to a Decathlon meeting.
- Promote that A, B and C students can earn scholarships.
- Look for C students who are taking upper level courses. Some students would rather be challenged with a C rather than get an easy A.
- Visit every English classroom and talk about the Decathlon.
- Stress that Decathlon is for everyone. Not just "brains and nerds".
- Make it an honor to be on the Decathlon team similar to being selected for other team activities or organizations such as Honor Society.

While most coaches start their program in the fall after classes begin, some dedicated teams will work throughout the summer by having their students read the novel, listen to the Music CD's and collect research materials. Students need to be involved in deciding upon a Decathlon preparation schedule. Realistic goals for study session and meetings should be established.

Competition Dates
Regional Utah District and Regional Competitions

District Competitions
November 16- December 4

Regional Competitions
January 15- January 30

Note: If schools are planning to run District or Regional competitions, they should contact the State Director 2 to 4 weeks prior to the event, for information and funding.

State

Utah State Academic Decathlon Competition
Thursday, March 11 through Saturday, March 13

National

Omaha, NE to Host
2010 USAD National Competition April 21-April 24

In April 2011, Charlotte, North Carolina will be the host city for the 30th Annual United States Academic Decathlon National Finals.

Coach Contact List for Utah

SCHOOL	COACH	NUMBER	ADDRESS	EMAIL
Alta High School	Susan Snow	(801) 256-5000	11055 S. 1000 E. Sandy, UT 84094	susan.snow@jordan.k12.ut.us
Altamont High School	Sadie Thomas	(435) 738-1345	250 West Main Street Altamont, UT 84001	sathomas@dcsd.org
Ben Lomond High School	Jill Flamm	(801) 737-7902	800 Scots Lane Ogden, UT 84404	flammj@m.ogden.k12.ut.us
Bingham High School	Scott Crump	(801) 256-5100	2160 W. 10400 S. South Jordan, UT 84095	scott.crump@jordan.k12.ut.us
Christian Heritage High School	Debbie Davis	(801) 393-4475	5120 S. 1050 W. Riverdale, UT 84405	debDavis@aol.com
Dixie High School	Mark Dickson	(435) 673-4682	350 E. 700 S. St. George, UT 84770	mdickson@dixiehigh.org
Duchesne High School	John Foster	(435) 738-2211	PO Box 330 Duchesne, UT 84021	jfoster@dcsd.org
Grantsville High School	Shawna Bleazard	(435) 884-4500	155 E. Cherry St. Grantsville, UT 84029	sbleazard@m.tooele.k12.ut.us
Logan High School		(435) 755-2380	162 W. 100 S. Logan, UT 84321	
Lone Peak High School	Lois Johnson	801) 763-7050	10189 N. 4800 W. Highland, UT 84003	ljohnson@alpine.k12.ut.us
Morgan High School	Linda Morrison	(801) 829-3418	P.O. Box 917 Morgan, UT 84050	lmorrison@morgan.k12.ut.us

Paradigm High School	Tom Rogers	(801) 676-1018	11577 S. 3600. W. South Jordan, UT 84095	trogers@paradigmhigh.com
Park City High School	John Mark Krenkel	(435) 645-5650	1750 Kearns Blvd. Park City, UT 84060	jsiughandle@aol.com
Riverton High School	Becky Boberg	(801) 256-5800	12476 S. 2700 W. Riverton, UT 84065	becky.boberg@jordan.k12.ut.us
So. Summit High School	Mae Ure	(435) 783-4313	45 S. Wildcat Drive Kamas, UT 84036	mae.ure@mail.ssummit.k12.ut.us
Union High School	Greg Hansen	(435) 722-2474	135 N. Union Street (124-3) Roosevelt, UT 84066	ghansen@dcsd.org
Wasatch High School	Gary Turner	(435) 654-0640	64 E. 600 S. Heber City, UT 84032	gary.turner@wasatch.edu

Please email changes to martel@dixie.edu

RESOLUTION ON
STATE RECOGNITION OF COMPETITIVE ACADEMIC ACHIEVEMENT
AMONG HIGH SCHOOL STUDENTS IN UTAH

2003 GENERAL SESSION
STATE OF UTAH

Sponsor: Representative Brad Last

This resolution of the House of Representatives and Senate supports the achievements and work done by the Utah Academic Decathlon with the support from Utah businesses and sponsorship by Dixie State College of Utah, and hereby recognizes their commitment in promoting competitive academic excellence, with a vote of thanks. This resolution recognizes and encourages all Utah high schools in their efforts to pursue academic achievements. Furthermore, this resolution expresses leadership support for competitive excellence as individuals and as schools in Utah, with a direct vote of thanks aimed at Dixie State College for its efforts, over the past twenty years, for running the Utah Academic Decathlon, and for representing the State of Utah at the United States National Academic Decathlon.

Be it resolved by the House of Representatives and Senate of the State of Utah:

WHEREAS, competitive academic achievement should be promoted and supported in Utah, and

WHEREAS, Academic Decathlon teams should solicit support and sponsorship from their local community and establish partnerships with area businesses, and

WHEREAS, Dixie State College of Utah shall continue to provide leadership and staff support to the Utah Academic Decathlon, and

WHEREAS, students with exceptional achievements in the areas of speech, language and literature, essay, science, technology, mathematics, social science, art, and music compete in the decathlon, deserve our valued recognition, and

WHEREAS, hundreds of Utah educators and volunteers spend their energy and expertise toward promoting self-worth through educational achievements to expand horizons, and

WHEREAS, the Utah House of Representatives and Senate acknowledge the need for collaborative efforts from business, community, and the state to support competitive academic excellence:

NOW, THEREFORE, BE IT RESOLVED that the House of Representatives and Senate of the State of Utah give their recognition and endorsement to further promote the efforts done with the Utah Academic Decathlon in order to encourage academic excellence as seen among high school students who represent their schools at the regional, state and national level.

BE IT FURTHER RESOLVED that the House of Representatives and Senate recognize and encourage additional business partnerships aimed at supporting scholastic recognition of all successes in competitive academic events,

BE IT FURTHER RESOLVED that the House of Representatives and Senate recognize, honor, and encourage Utah high school students in their efforts to pursue achievements, personal and competitive, in all areas of study, for which purpose public education serves,

BE IT FURTHER RESOLVED that a copy of this resolution should be sent to the Utah System of Higher Education, the Utah State Board of Regents, the Utah State Office of Education, the Utah Education Association, and to the Board of Trustees of Dixie State College of Utah.