



STREAM

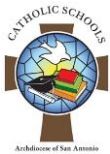
challenge


2017-2018

contest manual

updated

Catholic Arts & Academic Competition



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Trust in the LORD with all your heart
and lean not on your own understanding;
in all your ways submit to him,
and he will make your paths straight.

Proverbs 3:5-6



OBJECTIVE

The **STREAM Challenge** is designed to provide students the opportunity to continue their personal faith journey within the study and integration of Science, Technology, Religion, Engineering, Art and Mathematics. The categories in this contest incorporates challenges that tap into students’ imagination and creativity, while practicing 21st Century Skills. Through continual reading and understanding of Catholic and Biblical texts, students are able to grow their relationship with God and his Church as they prepare themselves with the knowledge necessary to meet performance assessment requirements.

CONTEST ATTIRE

Students participating in **testing categories** must wear school uniform. Students in **performance categories** including Bible Storytelling, and Witness to the Word must wear “Sunday Best” for grades 1st – 5th, and “Business Professional” for grades 6th – 8th. “Sunday Best” for BOYS is dress trousers, collared button down shirt, shoes, optional tie. “Sunday Best” for GIRLS is appropriate and modestly fitting dress, knee length or longer skirts, or slacks with shoes. “Business Professional” includes suits, ties, dresses, skirts.

Attire: Testing Categories - School Uniform
 Speech Categories - “Sunday Best” grades 1st – 5th
 “Business Professional” grades 6th – 8th

ENTRY LIMITS

GRADES:	1	2/3	4/5	6	7/8
Art Memory (test)			3	3	3
Bible Storytelling	3	3	3		
Catholic Heroes (test)		3	3		
Know My Faith (test)				3	3
Music Memory (test) <i>Pilot</i>			3	3	3
Witness to the Word				3	3

GRADES:	1	2	3	4	5	6	7	8
Math					3	3	3	3
Spelling	3	3	3	3				

GRADES:	2/3	4/5	6	7/8
Innovate Create Discover (team of 4)	1	1	1	1

Schools may enter up to three (3) students per category/grade division, plus one (1) substitute. Only students submitted as a “substitute” in the category may compete in lieu of registered student. Students may compete outside their grade level as long as it is greater than their current grade, not below. (Example: 5th grade student may compete at the 7th-8th grade level but NOT in a 4th grade level category.)

SCHEDULE

Please review changes!

CATEGORY	TIME	1	2/3	4/5	6	7/8
INNOVATE CREATE DISCOVER	8:30-1:00		X	X	X	X
WITNESS TO THE WORD- Prelims	8:30-10:00				X	X
SPELLING	9:00-10:00	X	X	X (4 th only)		
BIBLE STORYTELLING - Prelims	10:00-11:30	X	X	X		
ART MEMORY (test)	10:30-11:30			X	X	X
MATH (test)	11:30-12:30			X (5 th only)	X	X
MUSIC MEMORY (test)	11:30-12:30			X	X	X
WITNESS TO THE WORD- FINALS	12:30-1:00				X	X
BIBLE STORYTELLING - FINALS	1:00-2:30	X	X	X		
CATHOLIC HEROES (test)	1:00-2:00		X	X		
KNOWING MY FAITH (test)	1:00-2:00				X	X

*****SCHEDULE IS SUBJECT TO CHANGE BASED ON NUMBER OF ENTRIES.**

Awards will be announced once scores are finalized.

JUDGE – PROCTORS - GRADERS

PROCTORS: Individuals proctoring are responsible for administering the given test according to the specified instructions. If there are any questions about the administration of the test, the individual must ask the contest director for clarification PRIOR to the start of the category.

GRADERS: To expedite the grading process, provide at least **two (2) graders** for every 9 students competition from your school. Graders do not need to be certified in any certain field of study, but subject knowledge is certainly helpful. Coaches from participating schools may also serve as graders. Grade and initial each exam using two (2) different graders. Different colors of ink or pencils are preferred.

JUDGES: Due to the subjective nature of the performance categories, preferred judges should be adults. There may be upper high school students with vast experience in the acting category and may be allowed to participate as a judge for PRELIM rounds only. FINAL rounds may require a panel, of which one may be a high school student who did not judge any student in the round.

INNOVATE, CREATE, DISCOVER: At least one (1) judge should be a professional in the field of science, technology, engineering and/or mathematics. **Each school will be required to submit 1 judge's name and contact information for every 2 teams registered.** All scoring decisions are final.

TIES:

Example for tie for 2nd place and 5th place: Awards will be read as 1st, 2nd, 2nd, 4th, 5th, and 5th. 3rd and 6th place will not be awarded. Only six (6) students will receive top recognition regardless of the actual ranking.

AWARDS

All contestants will receive a certificate of participation for each contest. Individual students ranking 1st - 3rd will receive medals and 4th - 6th will receive ribbons. Student groups ranking 1st - 3rd place will receive trophies (one per team.)

Point accumulation will be as follows:

INDIVIDUAL CATEGORIES:

1st Place- 6 points 2nd Place - 5 points 3rd Place - 4 point

4th Place- 3 points 5th Place - 2 points 6th Place - 1 point

“Spirit of Excellence” Award will be given to students who score a 100% on any test.

TEAM CATEGORIES:

1st Place- 12 points 2nd Place- 10 points 3rd Place - 8 points

“Spirit of Innovation” Award will be given to team with the most creative design.

“Spirit of Teamwork” Award will be given to team who best worked in community.

The **Cup of the Spirit** will be presented to the school with the highest point accumulation in both RED Zone and BLUE Zone at the end of the competition season.

ART MEMORY

The purpose of this category is to recognize that beauty in the world comes from beyond it. Students will study art pieces through a lens of truth and goodness, as an objective quality – the thing that directs us to God, through which an artist can “bear witness to the Light.”

The Art Memory Contest consists of two parts:

PART 1: Contestants learn about the artist and the art work through their study of the Art Smart Bulletin. Contestants take a 30-item multiple choice and true/false test over Art Elements and Art History information found in the bulletin about each painting. Contestants will have **15 minutes**.

SAMPLE QUESTIONS (GRADES 4/5)

- Which of these works was created using watercolors?
 - Saint John the Evangelist on Patmos
 - Painting
 - Row Boat
 - none of the above
 - Nanny and Child would be considered a
 - group portrait.
 - genre scene.
 - landscape.
 - history and legend painting.
 - What was the nationality of the artist Edouard Manet?
 - The *Anger of Achilles* was painted in a style known as _____.
- True/False**
- Portrait of Don Pedro de Barberana was painted at approximately life size.
 - Realistic detail is less important in *Can You Break a Five?* than in *The Regatta at Antwerp*.

SAMPLE QUESTIONS (GRADES 6/7/8)

1. The colors red and green are called _____.
2. Which of these techniques of perspective is least important in the composition of Cotopaxi?
 - a. paler colors in the background
 - b. smaller objects in the distance
 - c. warm colors in the foreground
 - d. less detail in distant objects
3. Which of these portraits was created first?
 - a. Self-Portrait with Angelica and Portrait of Rachel
 - b. Portrait of Don Pedro de Barberana
 - c. Portrait of the Artist with the Idol
 - d. Portrait of Francisco Sabatini
4. One development in art that occurred during the Renaissance was
 - a. widespread popularity of genre scenes.
 - b. invention of an airtight tube to hold oil paint.
 - c. methods of showing perspective.
 - d. an abstract style that made objects unrecognizable to viewers.

True/False

5. Jacques-Louis David was best-known for painting in the Rococo Style.
6. Thomas Gainsborough was appointed official court painter to the King of France.

PART 2: Contestants learn to recognize the artist and title of 40 pieces of art through the study of the current year's *Art Smart Bulletin*. Selections from the National Gallery of Art (Washington, D.C.) and from several Texas art museums are among those included in the Bulletin. Color pictures of the art works provide additional study for the contest. Part 2 of the contest will consist of recognizing and writing the last name of the artist and the title of the artwork of 15 of the 40 paintings. Contestants will have approximately **10 minutes** to complete Part 2. ****See Resources for 2017-2019 Art Memory List**

SCORING PART 1: Award **5 points** for each correct answer. No points are deducted for incorrect answers. Erasures and markouts are permitted. An erased correct answer that can still be seen shall be counted correct. Points are not awarded, however, for a marked-out answer that would have been correct had it not been marked out.

SCORING PART 2: Award **5 points** for every complete and correct answer: (1) **5 points** for artist's last name; (2) **5 points** for name of the major artwork. All words, spellings, letter formation, capitalization, and punctuation **MUST** be correct for the student to receive the full 5-point credit. If the contestant's test answer is correct, but contains errors in spelling, letter formation, capitalization, punctuation, and/or the words "a" "an" OR "the" are missing, the contestant shall be awarded **3 points**. If other words are missing or out of order in the title, no points can be given for the answer. No points will be deducted for missed, skipped or unanswered items. The **ONLY** official source for artists' names and titles of artworks shall be the "Official List" found in the *Art Smart Bulletin* for the **current** year. This publication is the source for test questions in the Art Contest, both Part 1 (art elements and art history) and Part 2 (picture and artist identification) and can be purchased for **\$10**.

Link: <http://www.tuneinnet.com/art.htm>

BIBLE STORYTELLING

In this category, students will select and prepare a re-telling of a story from the Bible using creative expression. The performance may be dramatic or humorous. For practice, teachers can use stories from children's books of literary merit. Students must say an introduction that includes their name, title of story, and author or section of the bible the story is found. No costumes, props or chairs are allowed. Minimum of (2) minutes - five (5) minutes maximum time.

2017-2018 THEME: Men and women who helped others

“For I was hungry and you gave me food,
I was thirsty and you gave me drink,
I was a stranger and you welcomed me” - *Matthew 25:35*

CATEGORY DESCRIPTION: Students select a published story that conforms to the year's theme and perform the story for no more than five (5) minutes. Students select a story that would be appropriate for young children and tell the story as if presenting to that audience. Manuscripts are not permitted.

CONSIDERATIONS FOR SELECTIONS: Students in Bible Storytelling select material based on biblical characters, biblical events or modern characters who embody and live out gospel values. Children's books are commonly chosen as material. Students can also look for collections of stories on various themes. Considerations for an appropriate piece include the student's personality, physical and vocal performance range, and school standards.

BASIC UNDERSTANDINGS: Storytelling consists of sharing a story with an audience, performed as if the audience were a group of young children. Students may use a full range of movement to express themselves.

RESEARCH: Storytelling research involves going to libraries and bookstores, including Catholic stores, and enjoying their vast collections of children's books. **Keep in mind that five minutes includes an introduction.** Thus, the story must be fully conveyed in a very limited frame of time. Students should choose stories that are not only fun but have a story with sufficient plot and character development to keep the audience entertained and engaged. Often one of the most difficult tasks is finding a piece that fits the theme. Before going to the bookstore or library, take a moment to look for lists of stories online. A simple Google keyword search will net many results. Students may also want to go to sources such as Amazon that provide recommendations on related books to get some additional ideas.

STRUCTURAL COMPONENTS: Your cutting is the 5 minute portion of the story you are performing. The cutting consists of your arrangement of the narrative and what aspects of the story you've decided to tell. Your cutting may look something like this (taken from *Interpretation of Literature, Bringing Words to Life*). *Note that these times are approximations.

INTRODUCTION • 0:30 – 1:00

The student, in his/her own words, discusses the literature. Must be memorized and include the title and author.

EXPOSITION & INCITING INCIDENT • 1:00 – 2:30

Engages the audience in character, setting, and theme. Sends the conflict into motion.

RISING ACTION & CLIMAX • 2:30 – 4:15

Complicates the conflict. Creates emotional peak of the performance.

FALLING ACTION & RESOLUTION • 4:15 – 5:00

Resolves the conflict. Concludes the story.

“**Blocking**” is a term used to describe movement in a performance. Sometimes blocking is expressive in nature, symbolizing how a character is feeling emotionally, while at other times blocking denotes events that are occurring in the imagined space. Keep in mind that movement should always be motivated by elements in the text or derived from the telling of the story. Blocking for the sake of blocking is not necessary. Blocking is one type of nonverbal communication, which may also include gestures, facial expressions, posture, and eye

contact. Much of oral interpretation is contained in the nonverbal elements of performance as tone, setting, mood, and character all can be established through various physical representations.

ORGANIZATION: Students should map out all of the activities of the story. This outline provides a snapshot of what takes place and allows for easy review when deciding what to cut or keep in the performance. In addition to maintaining any major plot points in the story, students will want to select the most humorous and most dramatic parts of the storyline to draw in the audience.

Coaches can assist in choosing the most relevant sections of the story and include those in the master manuscript. Read the script aloud and making notes as you go. As you read aloud, use symbols to indicate shorter pauses “/” or longer pauses “//.” Consider the emotional qualities behind each line. Consider how the lines affect your verbal and nonverbal communication.

Indicate potential choices for blocking, nonverbal expressions, and audience engagement in the manuscript. Taking notes in the preparatory stages is very important for any type of performance. Eliminate any excess language that sounds awkward or is unnecessarily redundant. As a final step, make sure that the introduction successfully represents the manuscript and performance choices.

PRACTICE: As Storytelling must be memorized, the first step after cutting and analyzing your piece is to memorize it. Here are some things to keep in mind as you memorize your story.

The more time you practice memorizing, the better you become. The more cues that you can give your brain to aid memorization the better. Memorize the story with the intent to perform it. Type up a clean version with only your finalized text and blocking. Read the lines aloud moving with them as indicated by your cutting. It is helpful to memorize a paragraph at a time, building off of the paragraph that came before.

Work on analysis of blocking, engagement with the audience, and energy. Consider carefully how students are using their voice, including pause, pitch, tone, volume, diction, and inflection. Eventually the student will be ready for line-by-line practices. **Line-by-line** is characterized by intensive rehearsal on each section of the story, at times on every line, until the best possible interpretation is achieved at that moment. Make sure the performance is within the time limits.

The student is now ready to do some performances in front of other students, coaches, or even an audience. Feedback is incredibly important. Take note of all comments, as having a fresh perspective on an interpretation is vitally important. Students must be willing to take that feedback and make modifications.

PERFORMANCE: It may sound cliché, but confidence is key! Pay attention to other performers. Smile! Be a warm, inviting audience member. You are only speaking for 5 of those minutes. The remaining minutes are for you to listen, learn, and support your competitors. Congratulate your competitors on a good performance after the round ends, and make friends during downtime. Be gracious, and keep criticisms of other performers to yourself, even if someone else tries to start a negative conversation.

CATHOLIC HEROES

In this category, students will complete a multiple choice test on selected heroes from the Bible and Catholic Saints.

CATEGORY DESCRIPTION: Students will have thirty (30) minutes to complete thirty (30) multiple choice questions. Upon availability, scantron sheets may be used as answer sheets.

In order to prepare students for the “CATHOLIC HEROES” test, refer to the 2017-18 People from the Bible Study List which contains a listing of individuals that will be used to develop the test.

This year’s topic: **2017-2018 People from the Bible**
 2018-2019 Catholic Saints

SAMPLE QUESTIONS from previous tests

1. Pictures of St. George usually show him killing a dragon to rescue a beautiful lady. The dragon stands for wickedness. What does the lady stand for?
 - A. true love
 - B. God's holy truth
 - C. a young Christian
 - D. his beloved country
2. What is St. Monica patron of?
 - A. North Africa
 - B. Priests
 - C. Wives
 - D. Conversion
3. St. Gerard Majella is patron of expectant mothers because of what miracle?
 - A. performing an operation
 - B. being a great son
 - C. having tuberculosis
 - D. praying for a woman in labor
4. Who heard voices at age 12 and then led the French troops against the English during the 100 Years War?
 - A. St. Cecilia
 - B. St. Joan of Arc
 - C. St. Theresa
 - D. St. Rose of Lima

SCORING: Award five (5) points for each correct answer. Two (2) points are deducted for incorrect answers. Erasures and markouts are permitted. An erased correct answer that can still be seen shall be counted correct. Points are not awarded, however, for a marked-out answer that would have been correct had it not been marked out.

* **SEE APPENDIX RESOURCES FOR STUDY LIST**

INNOVATE CREATE DISCOVER

The purpose of the Innovate Create Discover category is to inspire students to get involved in STEM – Science, Technology, Engineering and Mathematics. The ICD also incorporates challenges that tap into students' imagination and creativity, while practicing 21st Century Skills.

CATEGORY DESCRIPTION: Students in each grade division will be competing simultaneously in different rooms by zones. Each contest room will have at least two (2) judges. Students will be given a "Challenge" and must complete the task using the materials provided while working as a team. Students will be completing the same challenge within the division.

Teams will be pre-scheduled to compete and must arrive promptly to the contest room. Each team will compete in front of the adjudicators and will receive a copy of their score sheet at the end of the contest.

PREPARATION: Each ICD coach will need to put a team of four (4) students together, in each division. Identify the strengths that each student possess and ensure that your team can work synergistically when solving problems. Guide the students in researching the **challenge topic** and creating models using common or crafting objects. Prepare students in communicating effectively with each other and in discussing the type of research and learning that occurred throughout the process. To improve your team's instant challenge skills, teach your team material properties, creative thinking, teamwork and problem solving skills.

TOPIC: ENERGY!

The contest will consist of age-appropriate tasks within each of the challenges in varying degrees of difficulty. The student should have prior knowledge and skills on the following:

Grade 2/3	Matter and Energy: Changes and effects caused by heating and cooling
	Prior Knowledge: <i>basics of hot air balloons</i>
Grade 4/5	Energy: sound, frequency
	Prior Knowledge: <i>vibration and pitches</i>
Grade 6	Energy: transformations from chemical to light
	Prior Knowledge: <i>Circuits, wires, and switches</i>
Grade 7/8	Energy, Force & Motion: Newton's law of inertia, law of force and acceleration, and law of action
	Prior Knowledge: <i>kinetic energy, potential energy, Engineering design, Rube Goldberg</i>

TIME LIMITS: 25 minutes (including instructions, planning, building, testing, measuring, weighting, etc.) Timing of the challenge will begin after the directions have been read in their entirety by the adjudicator. Additional time will be used to measure, strike (tear down) task, and to complete scoring sheet. Final score sheets will be returned to school.

DESIGN PROCESS: In simple terms, the Engineering Design Process is:

INNOVATE

ASK: What is the problem? How have others approached it? What are your constraints?

IMAGINE: What are some solutions?
Brainstorm ideas. Choose the best one.

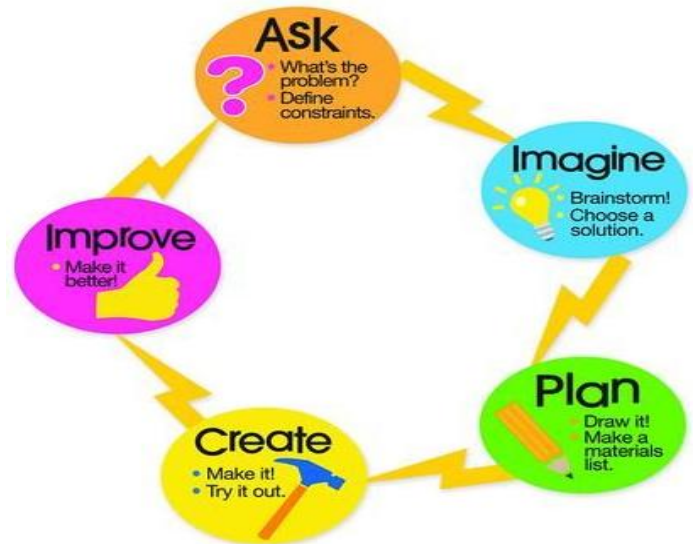
CREATE

PLAN: Draw a diagram. Make lists of materials you will need.

CREATE: Follow your plan and create something. Test it out!

DISCOVER

IMPROVE: What works? What doesn't? What could work better? Modify your design to make it better. Test it out!



ADDITIONAL AWARDS

“Spirit of Innovation” Award will be given to team with the most creative design.

“Spirit of Teamwork” Award will be given to team who best worked in community.

PAST CHALLENGES: Click on the link below to view past ICD challenges.

[DAVID & GOLIATH](#)

[FAITH LIKE THE WIND](#)

[TOWER OF BABEL](#)

ADDITIONAL RESOURCES:

TeachEngineering.org

HowToSmile.org

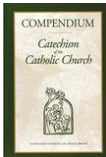
ScienceBuddies.org

[Rube Goldberg](http://RubeGoldberg.com)

[Destination Imagination's "Exploring Material Properties"](#)

[The Ultimate STEM Guide for Kids: 239 Cool Sites About Science, Technology, Engineering and Math](#)

KNOWING MY FAITH



Knowing My Faith tests the contestant's ability to recall or find information quickly in Catholic resource literature, specifically the Catechism of the Catholic Church and the Compendium.

CATEGORY DESCRIPTION: Students will have thirty (30) minute to complete thirty (30) multiple choice questions. *Upon availability, scantron sheets may be used as answer sheets. Students in grades 6, 7 and 8, will use the ***Compendium of the Catechism of the Catholic Church © 2006***, which is a summarized version of the Catechism of the Catholic Church. The Compendium consists of 598 questions and answers. It is structured in four parts, much like the widely-used *Catechism of the Catholic Church*. While the text does contain some direct quotes from the *Catechism* used in a sidebar fashion, the questions and answers themselves are original text. In addition to the questions and answers, the *Compendium* also includes two appendices. The first is a list of Catholic Prayers including the *Our Father* and *Hail Mary*. The second appendix contains "Formulas of Catholic Doctrine" including the Ten Commandments, Beatitudes, theological and cardinal virtues, and spiritual and corporal works of mercy.

*Although any edition may be used in the contest, the 2006 *Compendium* will be used to verify answers. Catholic reference book MUST be supplied by the contestant. Books may be tabbed and written in, as desired, but no other printed material may be used in the contest.

- 1) **The morality of human acts depends on:**
 - a) The object chosen, a true or apparent good.
 - b) The intention of the subject who acts.
 - c) The circumstances of the act, including its consequences.
 - d) All of the above
- 2) **Love of neighbor is inseparable from:**

a) Love for self	b) Love for family
c) Love for God	d) Love for creation
- 3) **Habitual, actual, sacramental, and special are types of:**

a) Vices	b) Virtues
c) Laws	d) Graces
- 4) **To be free from the slavery of sin, the first three of these present how to love God, while the last seven how to love neighbor:**

a) The Laws of Love	b) The Decalogue
c) The Exodus	d) The Covenants

SCORING: Add 5 points for each correct answer. Subtract 2 points for each incorrect answer, or for each answer that was attempted, marked through or erased, and did not result in a correct answer. No points are added or deducted for skipped or unanswered test items. Mark-outs are acceptable, as long as a correct answer is written beside the mark-out. If an answer is marked out and no correct answer is written in the answer space, 2 points deducted. Erasures are permitted. Any erased correct answer that can still be seen is counted correct. An erased answer that is not correct and does not have a correct answer written over or beside it constitutes an incorrect answer, whereby 2 points are deducted.

MATHEMATICS

The Mathematics contest tests the contestant's ability to solve a variety of mathematical problems studied at and above grade level.

CATEGORY DESCRIPTION: *Grades 5-8:* Approximately 25% of the problems will require knowledge of Algebra I computation skills. All tests will contain problems covering, but not limited to, numeration systems, arithmetic operations involving whole numbers, integers, fractions, decimals, exponents, order of operations, probability, statistics, number theory, simple interest, measurements (English and metric), and conversions normally covered (feet to inches, quarts to gallons, etc.). There will also be geometry problems normally covered in the middle school student's textbooks, including application of the Pythagorean theorem. Normal geometry problems will include finding area and volume of polygons/polyhedral and circles/spheres. Various types of problems are randomly distributed throughout the test.

TIME: Fifty (50) questions; thirty (30) minutes

Contestants will remain quietly in their seats until the time has expired.

SUPPLIES: All contest materials, including two (2) #2 pencils (*mechanical acceptable*) and eraser, other than the test itself, must be supplied by the contestant. No loose papers or other materials are allowed. Calculators are NOT permitted for use in the contest.

MARKING ANSWERS: Indicate your answers using CAPITAL LETTERS on the appropriate blank provided on the answer sheet. If a Scantron is used, mark your answers in the appropriate spaces. Only a #2 pencil may be used for Scantron cards. Failure to do so will result in disqualification. Clean erasures are necessary for accurate Scantron grading.

SCORING: Add 5 points for each correct answer. Subtract 2 points for each incorrect answer, or for each answer that was attempted, marked through or erased, and did not result in a correct answer. No points are added or deducted for skipped or unanswered test items. Mark-outs are acceptable, as long as a correct answer is written beside the mark-out. If an answer is marked out and no correct answer is written in the answer space, 2 points deducted. Erasures are permitted. Any erased correct answer that can still be seen is counted correct. An erased answer that is not correct and does not have a correct answer written over or beside it constitutes an incorrect answer, whereby 2 points are deducted.

STUDY MATERIALS: Any Academic Study Materials Booklets from comparable sources.

MUSIC MEMORY

The focus of the Music Memory contest is an in-depth study of fine pieces of music literature taken from a wide spectrum of music genres to expose students to great composers, their lives and their music. In the course of preparing for the contest, students should be given the opportunity to describe and analyze the music, relate the music to history, to society and to culture, and to evaluate musical performance.

Pilot year- PART 2 ONLY! (Listening & Identification)

CATEGORY DESCRIPTION: The Music Memory Contest consists of two parts:

PART 1: ~~Contestants learn about the composer and the musical work through their study of the *Mighty Music Publishing's Music Memory Student Handbook*. Contestants take a 20-item multiple choice test over the titles *About the Composer* and *About the Music*, with 20% (4 questions) over musical elements that are not necessarily found under these titles. Contestants will have 10 minutes.~~

PART 2: Contestants learn to recognize the composer and musical work of **16 pieces (+4 alternate selections from the 16)** of music for grades 3-6 and **20 pieces (+5 alternate selections from the 20)** of music for grades 7-8. Selections will be played for about 15-20 seconds only. Part 2 of the contest will consist of recognizing and writing the last name of the composer and the title of the major work/selection. There will be approximately 30 seconds between selections.

SCORING PART 1: ~~Award 5 points for each correct answer. No points are deducted for incorrect answers. Erasures and markouts are permitted. An erased correct answer that can still be seen shall be counted correct. Points are not awarded, however, for a marked-out answer that would have been correct had it not been marked out.~~

SCORING PART 2: Award **5 points** for every complete and correct answer: (1) **5 points** for composer's last name; (2) **5 points** for name of the music title. All words, spellings, letter formation, capitalization, and punctuation MUST be correct for the student to receive the full 5-point credit. If the contestant's test answer is correct, but contains errors in spelling, letter formation, capitalization, punctuation, and/or the words "a" "an" OR "the" are missing, the contestant shall be awarded **3 points**. If other words are missing or out of order in the title, no points can be given for the answer. No points will be deducted for missed, skipped or unanswered items. The ONLY official source for composers' names and titles of music works shall be the "Official List" found in the *resource appendix of this manual*.

Mighty Music Publishing

40 N. IH 35, #11D1, Austin, TX 78701 Phone: 800-809-8963 Fax: 512-233-1084 mightymusic.mollie@gmail.com

→ Website: www.musicmemory.com

Supplies materials for the **Music Memory Contest** - offering a variety of packages containing Animated Listening Maps and audio CDs of the selections from the Official List. Materials also include exciting lesson plans, wall signs, flash cards, practice tests, picture tests, and other curriculum materials. Contest CD and Music Memory software are also available.

A playlist can be found on YouTube. Click here> [Music Memory 2017-2018 Playlist](#)

[Middle School Music Memory additional](#)

SPELLING

CATEGORY DESCRIPTION:

Grades 1: The students will be given a multiple choice test. Students will see four (4) spellings of the same word. Test proctor will play a CD that will have a person pronouncing words TWICE. Students must fill in the circle next to the word that is spelled correctly. Words will not be repeated nor will the test proctor be able to go back to a previous word. Following the regular portion of the test, all contestants will take the tiebreaker test. The tiebreaker will **NOT** be scored, unless there is a tie. **40 words and 10 tie breaker words.**

Student sees: comunion cummonion comonion communion

Grades 2-3: The students will be given a multiple choice test. The student selects the correct spelling of a word from a list. Test will contain sixty (**60**) words and fifteen (**15**) tiebreaker words with a **thirty (30) minute** time limit. Students will see four (4) words. Fill in the circle next to the word that is NOT spelled correctly. Test proctor CAN NOT say the word or provide any assistance. If all the words seem to be spelled correctly, fill in the circle for NO MISTAKE. Students must fill in the circle to only ONE word in each row. Scantron sheets may be used.

Student sees:

coat create crayan cross No Mistake

Grade 4: Students will be given an answer sheet which they are to write in cursive or print the spelling word. The proctor will play a CD that will have a person pronouncing words twice, about 5 words per minute. As students hear the words pronounced in the CD, they should begin writing/printing the spelling work in the spaces provided on the answer sheet. After a short pause, the students will take the tiebreaker test.

SCORING:

****Grades 1-4:** The contestant's score shall be determined by **awarding 5 points for each correct answer.** There are no deductions for missed words or for mark-outs and erasures. At least 2 people should score each paper with a different color of ink or pencil, and a third person must score papers that appear to rank in the top 10. Letter formation must be correct, including capital letters for proper nouns, for students to receive credit.

TIES: If scores of individual contestants among the top ten are tied, the tiebreaker portion of the contest should be scored in this manner: Place **a plus + mark after the original score** to indicate the number of correct tie breaker words. Rank contestants only after the ties have been broken.

The *Merriam-Webster Collegiate Dictionary, 11th Edition*, will be used during grading and at the Verification Period. British spellings of words are not to be considered as correct spellings in this contest.

STUDY MATERIALS: Preparation for the Spelling Contest should include instruction in the rules of the English language, prefixes, suffixes, and root words. Providing meanings and definitions for words that are more difficult or those that have multiple meanings and spellings is helpful in providing differentiation during the contest. At least 80 percent of the test will come from the 2017-2018 Spelling Lists; however, up to 20 percent may be from other sources.

The 2017-2018 Spelling List may be purchased from PSIA for grades 2-4 for \$4.00. The Archdiocese office will make the 1st grade spelling list available in September at no fee.

<http://www.psiacademics.org/home-page/18-study-order-form/>

A list of the spelling words for grades 1st - 4th can be found in [Admin/Teacher Login](#)

WITNESS TO THE WORD

In this category, students will memorize a monologue/literary selection and perform with expression.

CATEGORY DESCRIPTION: The performance may be dramatic or humorous and may be based on a person from the Bible or contemporary characters/individuals whose story/account adheres to theme. Three (3) minutes minimum and eight (8) minutes maximum time.

2017-2018 THEME: Men and women who stood up for what was right

“These are the things you should do:

Speak truth, judge well, make peace.” - *Zechariah 8:16*

BASIC UNDERSTANDINGS: Material chosen for use in this category shall meet the following restrictions: (A) Selections may be published, printed material, online material or transcribed material from movies or documentaries; (B) Selections from plays, screenplays, movies and documentaries may be used in this category; (C) Speeches may be used in this category; and (D) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

COMPONENTS: The art of interpretation is to be regarded as recreating the characters in the story presented and making them seem living and real to the audience. Presentation shall be from memory and without the use of physical objects or costume. A selection for interpretation must be a cutting from a single literary work: one novel, or one short story, or one play, or poem. Monologues are acceptable. During the presentation, contestants must name the author and the book or magazine from which the cutting was made. Adaptation may be done for the purpose of transition. *The selection should be judged for its appropriateness as contest material and its suitability to the particular contestant using it. Students must say an introduction that includes title of story and author. No costumes, props or chairs are allowed.

JUDGING: This is a contest in interpretation. The contestants should be evaluated on poise, quality and use of voice, inflections, emphasis, pronunciation, enunciation, physical expression, and especially the ability to interpret characters consistently. Narrative, if included, should be vivid and animated so as to be an interesting and integral part of the story rather than just "filler" between portions of dialogue. The final test of good interpretation is the ability to use all these factors so successfully and unobtrusively that the hearer forgets that this is a contest and in a created atmosphere is carried away to the time and place of the story being unfolded.

RESOURCES

ONLINE

http://www.writing.com/main/portfolio/item_id/1064232-Bible-Monologues

<http://www.dave-marsh.com/all.htm>

http://hc.dlampel.com/easter_monologues

<http://www.dramatix.org.nz/scripts/bible-stories>

<http://www.dramatix.org.nz/archive/Linkpages/Bible.html>

<https://skitguys.com/scripts>

<http://www.dramaministry.com/store/download-products/monologue-57>

http://www.msscrafter.com/drama_music/barabbas.htm

BOOKS (\$)

<http://www.95church.com/playdetails.asp?PID=1174>

<http://www.christianbook.com/wives-monologues-from-unheard-women-bible/abby-guinness/9781850788720/pd/788720>

<http://www.familychristian.com/52-bible-characters-dramatized-easy-to-use-monologues-for-all-occasions.html>

<http://www.deepershopping.com/item/martha-bolton/sermon-on-the-stage-more-sketches-and-monologues/133456.html>

http://www.bluemoonplays.com/Monologue_Men_from_the_Bible.html

http://www.amazon.com/Seeing-Ourselves-Biblical-Women-Jesus/dp/0819218901/ref=pd_cp_b_0

This is a list of independent companies who advertise preparatory materials for UIL and PSIA elementary and junior high academic contests. **The Archdiocese of San Antonio is not affiliated with any of the companies and cannot be responsible for any of their products or services.**

ASW Enterprises, LLC

- 1501 W Angeline, Groesbeck, TX 76642 Phone: 800-627-9030; Fax: 888-627-7209
- Email: asw@aswenterprises.com
- Website: www.aswenterprises.com
- Supplies materials for the Spelling Contest. Offers complete practice materials, including computer programs, audio CDs and printed materials. Also customized Invitational Tests.

Best of Texas

- 6318 Palmetto Way, San Antonio, TX 78253 Phone: (210) 241-4734; Fax: (210) 236-9445
- Email: Peggy Markham peggy@bestoftexascontest.com
- Website: www.bestoftexascontest.com
- Apps for smart phones and tablets -- both iOS and Android -- in Spelling, Social Studies, Art, and Music Memory.

Kay Greenhaw

- 3606 Hillbrook, Austin, TX 78731 Phone: 512-459-0033; Fax: 512-459-0050

- Email: kay@studiokay.com
- Website: www.StudioKay.com
- Supplies computer software for the Music Memory Contest.

Hexco, Inc.

- PO Box 199, Hunt, TX 78024-0199 800/391-2891 or 830-367-3825; Fax: 830-367-3824
- Email: hexco@hexco.com Website: www.hexco.com
- Supplies materials for both High School and Grade School contests – Accounting, Art, Computer Applications, Computer Science, Current Issues & Events, Dictionary Skills, Journalism, Literary Criticism, Maps Graphs and Charts, Number Sense, Oral Reading, Ready Writing, Science, Social Studies, Storytelling, and Spelling & Vocabulary. Hexco offers an array of software, videos, online flashcards, and printed products. The company also writes and sells invitational tests for 12 dates per year. Experienced authors and editors.

Mighty Music Publishing

- 40 N. IH 35, #11D1, Austin, TX 78701 Phone: 800-809-8963; Fax: 512-233-1084
- Email: mightymusic.mollie@gmail.com Website: www.musicmemory.com
- Supplies materials for the **Music Memory Contest** - offering a variety of packages containing Animated Listening Maps and audio CDs of the selections from the Official List. Materials also include exciting lesson plans, wall signs, flash cards, practice tests, picture tests, and other curriculum materials. Contest CD and Music Memory software are also available.

Number Dojo

- Website: www.NumberDojo.com Email: numdojo@gmail.com Facebook: www.facebook.com/numberdojo
- Free resources include the Number Dojo iPhone app, Number Sensei blog with over 100 concepts and free worksheets, Mathing Bee contest info, and contest maps listing information for all published number sense meets. Also flash cards, worksheets, curriculum and concept reference indexes (solution manuals) for purchase.

Dr. Numsen/Doug Ray

- PO Box 312578, New Braunfels, TX 78131 Phone: 512-797-2158; Fax: 208-575-9617
- Email: doug@academicmeet.com Website: www.academicmeet.com
- Provides workbooks and practice tests for elementary and junior high Number Sense, Calculator Applications, and Mathematics. Available for Workshops. Author of Mastering Number Sense and Mastering Calculator Applications workbooks. Also available: Mastering Number Sense Drill Master (online practice software) and Trick Center (online videos).

Leo Ramirez, Sr.

- 9801 W. Parmer Lane #2622, Austin, TX 78717 Phone: 956-491-3155 (cell)
- Email: toywiz127@aol.com Website: www.rammaterials.com/
- Number Sense, Calculator Applications, Mathematics and Science practice tests, DVDS, and workbooks (including UIL, PSIA, and TMSCA Number Sense and UIL, PSIA, and TMSCA Mathematics workbooks) are available. Mr. Ramirez is also available for writing invitational meet tests and conducting workshops.

Storycraft Publishing

- PO Box 2686, Loveland, CO 80539 Phone: 970-669-3755; Fax: 970-669-3755
- E-mail: JrStoryteller@storycraft.com Website: www.storycraft.com/co
- Storytelling skills teaching/learning materials.

Texas Math & Science Coaches Association (TMSCA)

- PO Box 206, Olney TX 76374 Phone: 940-563-1005; Fax: 940-563-1006
- Email: execsectmsca@gmail.com Web: www.tmsca.org
- Membership provides an information forum for coaches of math/science contests; access to purchase Practice Materials and Tournaments Tests for number sense, calculator, mathematics and science for high school, middle school and elementary levels; and access to enter on-line and state meets for all grade levels.

TUNE IN

- PO Box 141727, Austin, TX 78714-1727 Phone: 800-488-6346; Fax: 512-746-5400
- Email: tunein@elizajan.com Website: www.tuneinnet.com
- Art - large and small prints of the 40 pictures on the Official List; audio CD tour; the combined pictures and tour are available on DVD; original tests in contest format.

Art Memory

OFFICIAL LIST FOR 2017-2018 AND 2018-2019

Bonington.....	<i>The Grand Canal</i>
Boudin.....	<i>Anvers, L'entrée du Port (Entrance to Port of Anvers)</i>
Bronzino.....	<i>A Young Woman and Her Little Boy</i>
Brueghel the Elder.....	<i>Flowers in a Basket and a Vase</i>
Carlsen.....	<i>Study in Grey</i>
Carracci.....	<i>River Landscape</i>
Catena.....	<i>Portrait of a Woman</i>
Chardin.....	<i>Still Life with a White Mug</i>
Diaz de la Peña.....	<i>The Gypsy Princesses</i>
Dolci.....	<i>Virgin and Child with the Infant Saint John the Baptist</i>
Dufy.....	<i>The Three Umbrellas</i>
van Dyck.....	<i>The Prefect Raffaele Raggi</i>
Gérard.....	<i>Portrait of the Duchess de Montebello with her Children</i>
Giovanni.....	<i>Madonna and Child with Angels</i>
Hamilton.....	<i>Frederick North, Later Fifth Earl of Guilford, in Rome</i>
Hill.....	<i>Bridal Veil Meadow, Yosemite</i>
Hofmann.....	<i>To Miz-Pax Vobiscum</i>
Jessup.....	<i>Jack</i>
Kane.....	<i>Rocky Headland with Wigwams in Foreground</i>
La Fresnaye.....	<i>The Fourteenth of July</i>
Le Nain.....	<i>Landscape with Peasants</i>
Lippi.....	<i>The Annunciation</i>
Magritte.....	<i>The Kiss (Le Baiser)</i>
Memling.....	<i>Portrait of a Man with an Arrow</i>
Mengs.....	<i>Saint John the Baptist Preaching in the Wilderness</i>
Metcalf.....	<i>Midsummer Twilight</i>
Morisot.....	<i>The Basket Chair</i>
van der Neer.....	<i>Winter in Holland: Skating Scene</i>
O'Keeffe.....	<i>Train Coming in - Canyon, Texas</i>
Pater.....	<i>A Fête Champêtre During the Grape Harvest</i>
Pissarro.....	<i>Apple Harvest</i>
Rivera.....	<i>La Siesta</i>
Rothenberg.....	<i>Cabin Fever</i>
Ruisdael.....	<i>Forest Scene</i>
Teniers the Younger.....	<i>Soldiers Playing Dice</i>
Vallayer-Coster.....	<i>Bouquet of Flowers in a Terracotta Vase with Peaches and Grapes</i>
Veronese.....	<i>The Finding of Moses</i>
van Walscapelle.....	<i>Still Life with Fruit</i>
von Werner.....	<i>The Artist's Wife and Daughters in a Park at Heringsdorf</i>
Wiley.....	<i>La Roi à la Chasse [The King at the Hunt]</i>

NOTE: Contestants are required to list only the artist's last name (as it appears above) for Part A of the contest. However, there is no penalty if contestants also list the artist's first name. Scoring is based on the correctness of the artist's last name and the title of the work.



Contestant: _____ Speaker # _____ Section _____ School # _____

Title/Author: _____ Length of performance _____

Judge's Name: _____ Affiliation: _____

DIRECTIONS: Using the prompts below, please provide constructive feedback to the competitor. Your comments should highlight areas of strength, as well as suggest areas for growth. Please be as specific as possible in your feedback. Use the general feedback space to expand your thoughts on any of the below categories, or to comment on specific scenes or lines that stood out to you. Please rank the performance. **No ties are allowed.** Contestants not being ranked 1st-6th shall receive NR for No Ranking.

Introduction: Was the title and author clearly stated? Did the performer create interest and set the mood.	
Characterization: Is each character well-developed? Is each character relatable? Does the character's response seem believable given the situation being portrayed?	
Blocking: Can you tell what the performer is doing in the scenes of the story? Is it clear what character the performer is playing? Is the movement motivated?	
Insight and Understanding: Do you understand what is happening? Is the story line easy to follow? Do the sequence of events make sense?	

General Feedback:

Please circle the ranking for the round.

1
2
3
4
5
6
NR

Best Performance

Judge's Signature _____

CATHOLIC HEROES: 2017-2018 PEOPLE IN THE BIBLE STUDY LIST

The individuals on the list below are strictly from a biblical reference point, not their sainthood. Students will need to know general factual information about the person, be familiar with the book(s) they are mentioned in, their story, and their role in salvation history.

**You may access the biography for each person by clicking on the hyperlink.*

1	Abraham
2	Adam
3	Andrew the Apostle
4	Annas
5	Aquila
6	Barnabas
7	Bartholomew the Apostle
8	Caiaphas
9	Cleopas (or Cleophas)
10	Cornelius
11	Daniel
12	David (King David)
13	Dorcas (also known as Tabitha)
14	Elijah (or Elias)
15	Elizabeth, mother of John the Baptist
16	Gabriel (Angel)
17	Herod Antipas
18	Herod the Great
19	Isaac
20	Jacob (Israel)
21	James, the Apostle, son of Alphaeus
22	James, the Apostle, son of Zebedee
23	James, the Epistle writer
24	Jeremiah (or Jeremy)
25	Jesus
26	Joanna
27	John the Apostle

28	John the Baptist
29	Jonah (or Jonas)
30	Joseph of Arimathea
31	Joseph, the adoptive father of Jesus
32	Joseph, the son of Jacob/Israel
33	Judas the Apostle
34	Lazarus
35	Lazarus the beggar
36	Luke
37	Lydia
38	Mark
39	Mary (Mother of Jesus)
40	Mary and Martha
41	Mary Magdalene
42	Matthew the Apostle
43	Melchizedek
44	Michael (the Archangel)
45	Moses
46	Onesimus
47	Paul
48	Peter the Apostle
49	Phoebe
50	Silas
51	Stephen
52	Thomas the Apostle
53	Timothy
54	Zechariah, the father of John the Baptist
55	Zechariah, the prophet

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For full List of People from the Bible, visit: <http://www.about-jesus.org/people.htm>



MUSIC MEMORY 2017-2018 OFFICIAL LIST

#17-20 FOR 7/8 GRADE DIVISION ONLY

	Composer	Major Work	Selection	Notes	iTunes
1	Bach	Concerto for 2 Violins in d minor, "Double"	Movement 1	<i>(BWV 1043, 1. Vivace)</i>	
2	Beethoven	Symphony No. 5	Movement 1		
3	Debussy	Children's Corner Suite	Golliwogg's Cake Walk	<i>Piano version</i>	
4	Gould		American Salute	<i>Orchestra version</i>	
5	Gounod	Roméo et Juliette	Je veux vivre	<i>Act 1, No. 3 arietta only</i>	
6	Holst	Suite No. 2	March	<i>Band version, Op. 28/2</i>	
7	Joplin		Maple Leaf Rag		
8	Mendelssohn	A Midsummer Night's Dream	Dance of the Clowns		
9	Mozart	Exsultate, Jubilate	Alleluja		
10	Mussorgsky	Pictures at an Exhibition	Ballet of the Unhatched Chicks	<i>Orchestra version</i>	
11	Palestrina	Missa Hodie Christus natus est	Kyrie		
12	Saint-Saëns	Carnival of the Animals	Finale		
13	R. Strauss	Also Sprach Zarathustra	Introduction		
14	Stravinsky	The Firebird	Infernal Dance		
15	Telemann	Concerto for Viola and String Orchestra in G Major	Movement 2		
16	Verdi	Aida	Triumphal March		
17	Beethoven	Symphony No. 5	Movement 4		
18	Rodrigo	Fantasia para un gentleman	Movement 1	<i>Note accent mark in Fantasia</i>	
19	Wagner	The Flying Dutchman	Overture		
20	Welcher	Prairie Light	Startlight Night		



Contestant: _____ Speaker # _____ Section _____ School # _____

Title/Author: _____ Length of performance _____

CRITERIA FOR JUDGING

Using the prompts below, please provide constructive feedback to the competitor. Your comments should highlight areas of strength, as well as suggest areas for growth. Please be as specific as possible in your feedback. Feel free to write on the back of the ballots. Please rank the performance. **No ties are allowed. Contestants not being ranked 1st-6th shall receive NR** for No Ranking.

Introduction: The title and author are clearly stated. It creates interest, sets the mood and provides sufficient background information.	
Characterization: The body and voice fit the character. The development is believable and conveys the character’s motivation and purpose in the scene.	
Insight and Understanding: Selection may be humorous or dramatic in nature. The performer sets the mood. A clear understanding of the material is shown through emphasis and phrasing. Drama is projected without exploiting the part. The actor shows good timing for dramatic effect and the style of delivery conveys the author’s purpose.	
Voice and Diction: The performer uses voice and diction effectively. They articulate clearly, pause for effectiveness and use variety in pitch, volume and rate.	
Movement and Strategy: The performer’s movement is motivated and the actions fit the dialogue. Business and movement effectively communicate the character’s age and physical appearance. The performer shows poise and control.	

Please circle the ranking for the round.

1

2

3

4

5

6

NR

Best Performance

Judge’s Signature _____

Lord, my God,
Increase my eagerness to do Your Will and
help me to know the saving power of Your
love. My heart desires Your love and my
mind searches for light of Your Divine Word.
Give me strength to grow in my love for Christ,
my Savior, that I may welcome the light of His
truth. Give me the grace to do good that I
may reach the Kingdom of Heaven.

Amen.