Learning Choice Board Example Social Studies
Collaborators: Tom Donato & Rhonda Bondie, Talented and Gifted School for Young Scholars

Purpose: To offer ongoing small research projects to practice informative and explanatory writing using research to support ideas.

Directions for Implementing Supports and Extensions:
Learning Choices are carefully placed on the chart to meet a specific content goal and require students to use a particular communication method. This enables teachers to support struggling learners by assigning a task in an area of strength to complete first, such as drawing or speaking and to work in the content area that has the most interest. Then the second learning choice could be assigned specifically to stretch students into areas of challenge. Sometimes teachers assign two choices in an area of difficulty to develop skills or knowledge in this area. Additional choices could be selected by students.

Content Learning Goals/Targets			
	Places	People	Events
Methods of Communication			
Writing			
Drawing			
Speaking			

Management Tips:
- The product size for each learning choice is carefully chosen by the teacher to match the time and resources available for a particular unit.
- The grading criteria for high quality work are the same for all products. Only one grading rubric or criteria is used.

Common Core Standards Addressed:
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
Grades 6–8 students:

1. Write arguments focused on *discipline-specific content*.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
Provide a concluding statement or section that follows from and supports the argument presented.

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	Places	People	Events
Details to include:	☐ Physical features ☐ Why physical features are important ☐ How place has changed ☐ Cite references	☐ Life ☐ Work/Legacy ☐ How person's actions have impacted the world today ☐ Cite references	☐ Known facts, who, what, why, when, where ☐ Pivotal moment (critical point during this event that leads to an important outcome) ☐ Clear point of view or perspective ☐ Cite references
Writing	Create a diary of an explorer or someone who lived at this time period that helps the reader understand the physical features of a place. or Create a poem describing features of a place and why the features are important	Write a biography of an important person.	Write a letter to a friend describing an event as if you were there. Be sure to include enough details so that the reader can imagine what it was to be at the event.
Drawing	Create two maps that show how something changes over time.	Draw a collection of objects that represent a person. Be sure to include a key that explains what each object is and why it is important to understanding the life and accomplishments of this person.	Construct a timeline comparing a chain of events of this time period to a chain of events happening at another place during the same time period or a chain of events happening at another time period. Be sure to include a short explanation drawing our attention to what this comparison tells us.
Speaking	Create a commercial aimed at parents encouraging them to visit a particular place with their family. Be sure to explain why children will be interested in the place and how visiting the place can help children learn history.	Create a campaign commercial encouraging voters to support a candidate or legislation.	Prepare a news brief from a reporter broadcasting live from an event.

High quality work: ☐ Completes three assignments for a tic-tac-toe ☐ Is historically accurate ☐ Supports claims with facts ☐ Cites sources ☐ Makes novel connections ☐ Includes a reflection sheet for each completed assignment ☐ Presented well (neat, organized, logical, correct spelling and grammar)	**Reflection Sheet** (complete one sheet for each task) On a sheet of paper labeled **Reflection Sheet**, write a response to the following four prompts: 1. I choose (list task that you completed). 2. I was interested in this topic/task because _____ 3. From the experience of completing this task, I learned _____ 4. Next time I would like to _____