

Social Studies Choice Board

Prepared by ACPS FLMS Teachers

PROCEDURE- Students get to choose two activities from the choices board. One activity is academically appropriate; the other activity should be a challenge. There is a shape listed for each activity, which identifies the difficulty of that activity. An option for the more challenging activity, students can work with partners.

BENEFITS

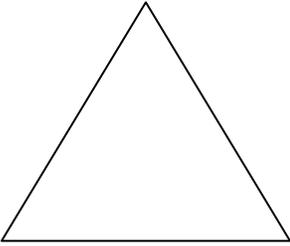
1. A choices board provides above-grade- level students' to choose one activity appropriate to their ability level, but also a challenging activity to complete. This can boost their self-esteem, challenge their thinking, and help them with cooperative skills.
2. Choices boards, allow on-grade level students to choose one activity appropriate to their ability level, but also challenges them to try an activity above their level. This can boost their self-esteem, challenge their thinking, and help build cooperative skills. Below grade level students not only must choose one activity that is on their ability level, but they also must choose a second activity to complete with partners which challenges them.
3. Limited English Proficient students and English Language Learners have the opportunity to choose activities from the list, which helps them feel more comfortable to the assignment.

CREATING A CHOICE BOARD- Choose the grade level objective you will be covering. Decide upon the specific skills, concepts, or generalizations that need to be learned.

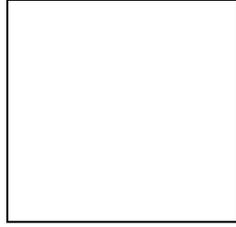
1. To make the board, write assignments on different cards. Index cards work great. The assignments should connect the objective of the lesson with the specific skills, concepts, or generalizations. Use classroom discussions, quizzes, tests, or journal entries to place students into ability groups for this assignment.
2. Assign students a symbol according to their ability levels. Above grade level students should be triangles, on grade level students should be squares, English language learners should be stars, and below grade level learners should be circles.

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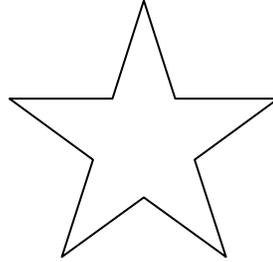
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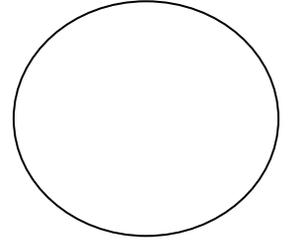
Above grade



LTELL



Newcomer



Issues

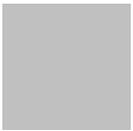
3. Display the board at the front of the room. Distribute paper copies of the assignment. Read through the list of options for your students and explain that each student will be choosing one activity that correlates with the symbol you assigned them. Answer any questions. Let students work on these assignments.
4. After students complete the first activity, they can choose additional activities to individually complete and, as a modification, complete with partners. For this activity, students will be choosing from a more challenging list of activities. Above grade level will choose from the triangle category. Have on grade level students choose from the square category. ELL students choose from the star category, and below-grade level students choose from the circle category. Your above grade level students will create their own activities, for their second choice, that you need to approve.
5. Option: Collect the assignments and students can fill out the Board Assessment regarding their work.

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Symbol Choice Board

Directions: Choose two activities from the choices below. Make sure your choices correspond with the two symbols your teacher assigned you.

<p>Create a conversation between two Articles of the Constitution, with each stating why one is more important than the other.</p> 	<p>You are the Chief Justice of the Supreme Court. Show your responsibilities and duties in an agenda/schedule format.</p> 	<p>Create a poster of one article in the Constitution. Provide a visual representation of the article's main idea, a title, and at least three supporting details of the article.</p> 	<p>How is the Constitution like a building blueprint? A city? A baseball game? Create an analogy for two of these questions and create your own analogy.</p> 
<p>Create a powerpoint presentation which will explain three of the seven articles of the Constitution and its importance to the government. Present it to the class.</p> 	<p>How does the U.S. Constitution affect us today? Create a visual collage of at least 5 different ways the Constitution affects us. Provide a one paragraph explanation of your collage.</p> 	<p>Create a set of 12 vocabulary flashcards of the articles of the Constitution. Provide a visual representation, term, and a definition in your own words.</p> 	<p>Create a fictional story that shows what the U.S. would look like if the constitution did not exist. Read your story to the class. You may research other countries who do not have a constitution to help write your story.</p> 
<p>Find and collect at least three newspaper articles which shows how the Constitution affects us today. Highlight the main idea of each article.</p> 	<p>The U.S. has been taken over by another country. How is that going to affect the Constitution? Report this affect in an important news bulletin on network television.</p> 	<p>Act out the powers and responsibilities of Article's I, II, or III of the Constitution. Create simple props and costumes for your presentation.</p> 	<p>Create a classified ad for a U.S. Representative or a Senator explaining their requirements for the position.</p> 

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Pretend you are one of the Articles in the Constitution, such as the Legislative Branch; Article II. Explain why you are important to the Constitution and what life would look like without you



You are an election reporter for a local newspaper. You have been asked to explain why the Constitution plays a role in the government. Using your knowledge of the Constitution, create a webbing diagram to explain the Constitution to your audience.



How does the U.S. Constitution organize our government? You are a political scientist explaining the structure of the Constitution and how it guides our government in a journal article you have written.



Compose a list of 5 questions you would like to ask the President about the constitution and his role in the constitution. Then, either write a letter to a local social studies teacher to get the answers or research the answers your self.

