



MOVING FORWARD WITH CHOICE TO PROMOTE POSITIVE A  
ACADEMIC EXPERIENCE

WEDNESDAY, MARCH 20, 2024  
12:30 – 1:30 P.M.  
CENTER FOR TEACHING  
EXCELLENCE  
FEINSTEIN 30

Dr. Jo-Ann Thomas

# Goals

- Choice is Inclusive
- How Much Choice?
- The Token
- Types of Choice Boards
- Summary



# CHOICE



**01**

Flexible



**02**

Welcome



**03**

Empathy



**04**

Structure

# How Much Choice?

**Choice Overload**  
**Choice Underload**

01. Product Choice

02. Process Choice

03. Overall Feelings

# Current Findings

10 Assignments



Process Choice

**7**

Product Choice

**4**

**46.8 Joy**  
**38.6 hope**



PC  
Piano I



**Token**

**Name:**

**Purpose:**

As students prepare for an assessment, create a board with activities that target key vocabulary, concepts, and skills. Then encourage students to select an item from each column to help them prepare for the assessment. This positions the learner to make key decisions about which activities would be most valuable as they work with vocabulary, concepts, and skills.

| Review + Practice Choice Board |              |        |
|--------------------------------|--------------|--------|
| Vocabulary                     | Key Concepts | Skills |
|                                |              |        |
|                                |              |        |
|                                |              |        |

# Project Choice Board

Present a Ted Talk to inspire others to take action on this action.



Make an animated movie to inform others about the issue and your solution.



Build a model of a solution you designed that you believe could have a positive impact on the issue.



Create a poster that uses visuals (e.g. pictures, charts, graphs) to help others understand the problem and your solution.



Design an informative slideshow to teach people about this issue and possible solutions.



Write a children's book to raise awareness about an issue.





# Learning Outcomes

| Intellectual Listening  | Music and Humanity                                 | The Greats                                |
|---|--|---|
| <p>Keep a Log of all the pieces we have listened to in class and add additional pieces by the composer to your list.<br/>Summarize the piece by historical and category. Include your personal preferences summary for each piece</p> | <p>The Greeks on Music</p>                         | <p>JS Bach<br/>Deep Dive</p>              |
| <p>Focus on one large Genre.</p> <p>Opera<br/>Symphony<br/>Chamber<br/>Ballet</p> <p>Listen to at least 3 works and different composers from your genre from various periods. Compare/Contrast</p>                                    | <p>Music of the Spheres<br/>Including M Theory</p> | <p>WA Mozart<br/>Deep Dive</p>            |
| <p>Create your own for Approval</p>   | <p>Your Brain on Music</p>                         | <p>Ludwig Von Beethoven<br/>Deep Dive</p> |

## Challenge by Choice Options

### ECOLOGY

Over the term, choose at least one activity from each column to extend your learning.

#### EVOLUTION

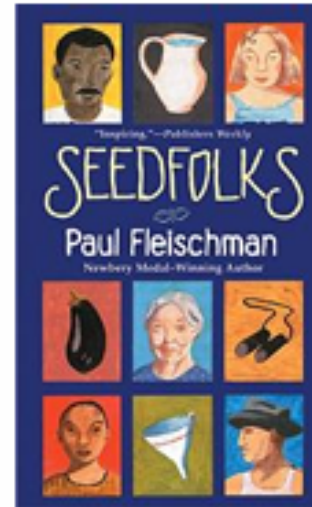
Science Fiction Writing-  
What if the K-Pg Asteroid  
Never Hit?



[https://docs.google.com/document/d/1Rmd6UwJFzqknbf\\_MiNAhOQx\\_QPVIqHhLiC64qtEMaVc/edit?usp=sharing](https://docs.google.com/document/d/1Rmd6UwJFzqknbf_MiNAhOQx_QPVIqHhLiC64qtEMaVc/edit?usp=sharing)

#### ECOLOGY

Seedfolks



<https://docs.google.com/document/d/1cOq39M73vVDbwbWYq3oae8CxK132DrlouWI5dCN8Dxk/edit?usp=sharing>

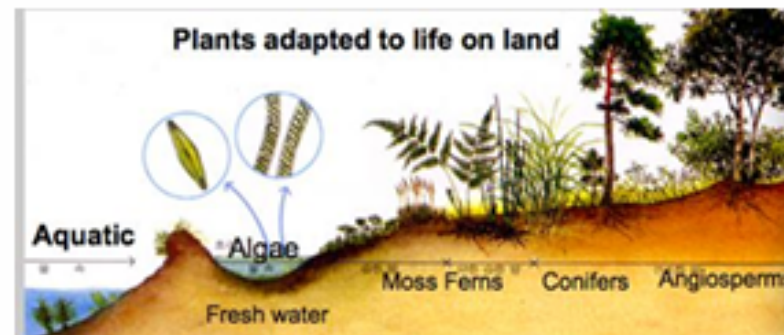
#### ENVIRONMENTAL ADVOCACY

Environmental Action Project  
ART



<https://docs.google.com/document/d/1iTz1RtqjEvZCDhnyYXljXZJMWWwxHcJQMLXVRmqIvA4/edit?usp=sharing>

Plant Evolution



[https://docs.google.com/document/d/1a6-0p85Q\\_7sut2qi0m6Sj61bX6XaWVqt-U2MvTUQ\\_E8/edit](https://docs.google.com/document/d/1a6-0p85Q_7sut2qi0m6Sj61bX6XaWVqt-U2MvTUQ_E8/edit)

Operation Cat Drop  
and Unintended Consequences



<https://docs.google.com/document/d/1OzM84kNNbNBIfWe2IYCdCir0a6ToFAfI9wCFoLML1P0/edit?usp=sharing>

Environmental Action Project  
WRITING

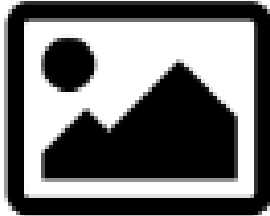
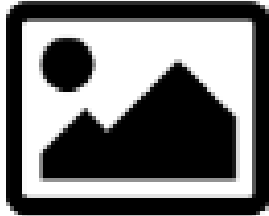
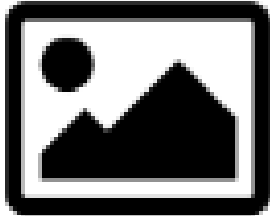


<https://docs.google.com/document/d/1ncuZ6DIAaYETHOi9b9iOgKkcD88leUIDYx8Wh6FsPc0/edit?usp=sharing>

# Choice Board

Directions:

*Teachers: Click here to save a copy that you can edit.*

|   |  |  |
|---|--|--|
| <p>Option</p>  <p>Details and Hyperlinks</p> | <p>Option</p>  <p>Details and Hyperlinks</p> | <p>Option</p>  <p>Details and Hyperlinks</p> |
| <p>Option</p>   | <p>Option</p>  | <p>Option</p>  |

**S U M M A R Y**



# FAST SUMMARY

IN THE BEGINNING

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IN THE MIDDLE

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IN THE END

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**IF**

**THEN**



# I wonder Summary

- **Start with I Wonder  
statement**
- **Weave Summary around**



# So What

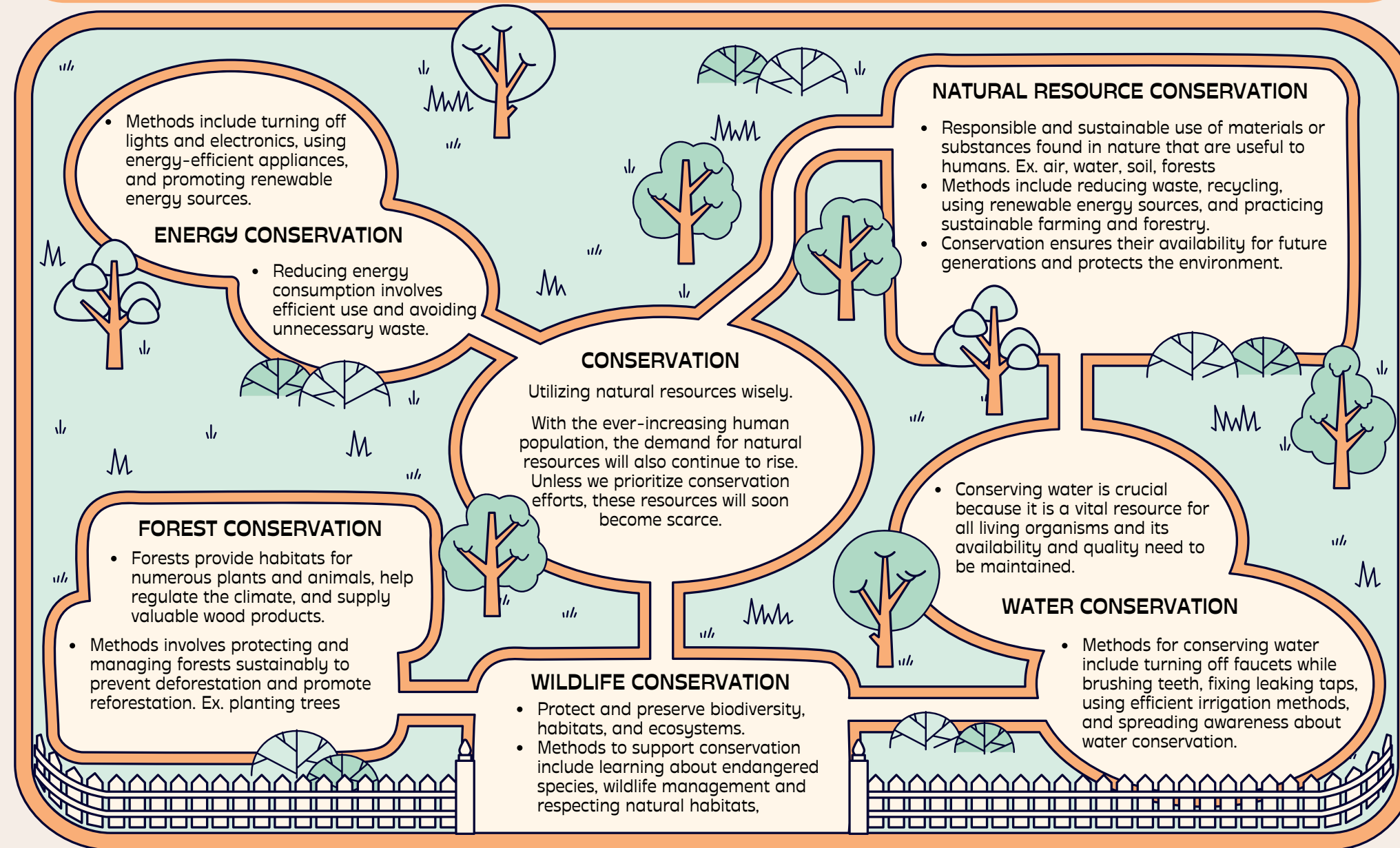
- **Persuasive Summary on the relevance and meaning this material has in today's society**





# RESOURCE CONSERVATION

MINIMIZING HUMAN IMPACT ON THE ENVIRONMENT



# Class Summary

- Hand out Index Card
- One new Learning
- Share with a group of 4-  
create one list
- Move to 8 Share create  
one list
- Move on until there is only  
one list

# Write and Toss

Right Down a take away from today

