SCIENCE TECHNOLOGY ENGINEERING ART MATHEMATICS

STEAM

Cross-curricular choice boards give students the ability to choose how they learn about a specific learning objective through various subjects. Through this type of exploration, students gather information, acquire a skill and demonstrate what they've learned.
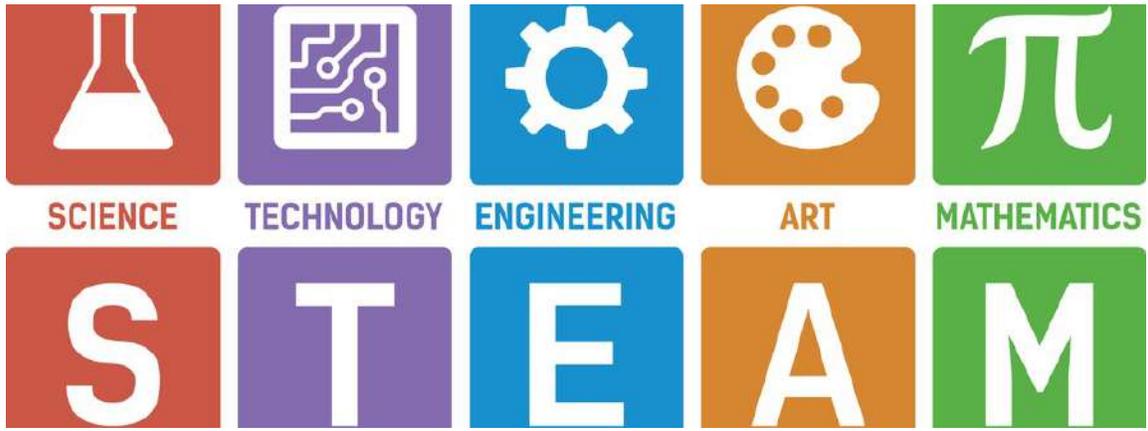
Creating a Cross-Curricular Choice Board:

1. Choose a content or skill-based objective that you want students to explore through various subjects.
    a. What is the learning objective for students?

2. Create tasks and/or projects based on the chosen learning objective for students to engage in.
    a. Consider a mix of tech and tech-free options.

3. Fill in the choice board boxes with the tasks and/or projects.
    a. Keep in mind how you plan to deliver this choice board to students. PDF version with hyperlinks or a printed version for them to view?

4. Decide how you will keep students accountable when they complete an activity.
    a. Take a screenshot, capture a photo, build an object, create an infographic, conduct an experiment, etc.

EXAMPLE CROSS-CURRICULAR CHOICE BOARD

Learning Objective: Compare the diversity of life in different habitats.

SCIENCE	TECHNOLOGY	ENGINEERING	ART	MATHEMATICS
Watch a PBS Life Science episode to learn more about animals and habitats. Write a funny story about this animal in the wrong habitat and how it finds its real habitat.	Using Brain Pop's Food Fight game, build a food web that supports your animal while in competition with another. Take a screenshot of your creation!	Build a bee condo in your backyard using PCS Edventures Honey Bee STEAM activity. Take a photo or video of your working bee condo and see who comes buzzing around.	Create an animal habitat diorama. In this diorama, include at least 4 different types of animals. Create a physical model or try a digital tool like Google Drawings, Canva or Padlet.	Pick 2 different habitats and create a compare and contrast poster. Use a poster board or try a digital tool like Padlet, Canva or Adobe Spark.
Play the Habitats game from the Smithsonian Science Education Center. Explore the desert, coral reef, jungle and more, to discover where many animals live! Take a screenshot of your best score!	Go to National Geographic for Kids and find an Amazing Animals video that interests you. Write down 4 interesting facts you learned from the video and share them with a friend or family member.	Build a bug vacuum to check the diversity of insect populations in your backyard. Take a video of yourself demonstrating how the vacuum works and the specimens you caught. Release your bug friends when finished!	Create a critter. Using your knowledge on habitats and animal adaptations, create a critter using materials you can find at home. Share your creature with the class on the Flipgrid video thread.	Pick a critically endangered animal from the World Wildlife Species Directory. Record what type of habitat it lives in and calculate what this species' average population is. Tell the class about your findings on the Flipgrid video thread.

SCIENCE **TECHNOLOGY** **ENGINEERING** **ART** **MATHEMATICS**

STEAM

Choose <u>one</u> activity from <u>each column</u> to explore interests and gain new skills in the areas of STEAM!

Learning Objective: _____

SCIENCE	TECHNOLOGY	ENGINEERING	ART	MATHEMATICS
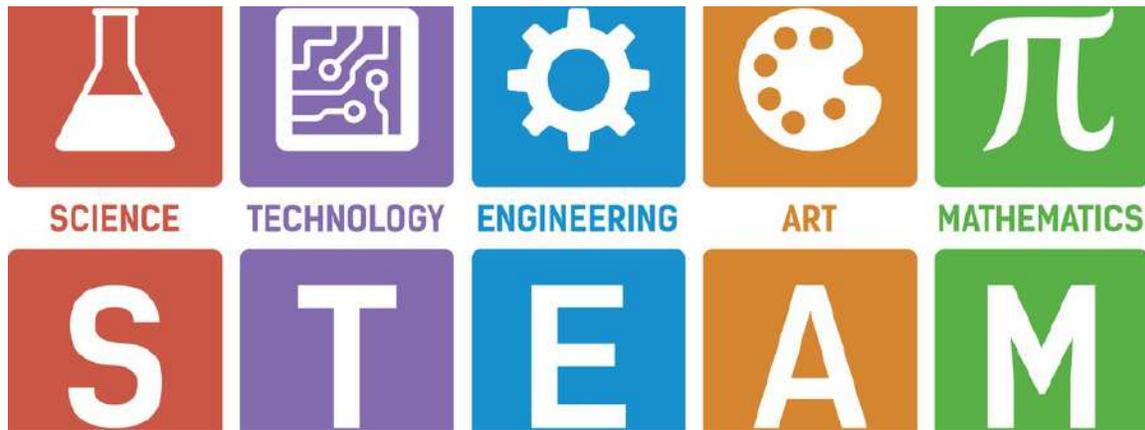
CROSS CURRICULAR CHOICE BOARD RUBRIC

	UNSATISFACTORY 0-5	COMPETENT 6-7 points	PROFICIENT 8-9 points	DISTINGUISHED 10 points
Technique and / or Concepts	Work lacks understanding of concepts, materials, and skills.	Work shows an understanding of concepts, materials, and skills.	Work reflects an understanding of concepts and materials, as well as the use of skills discussed in class.	Work shows a mastery of skills and reflects a deep understanding of concepts and materials.
Craftsmanship	Work is messy and craftsmanship detracts from the overall presentation.	Work is somewhat messy and craftsmanship detracts somewhat from the overall presentation.	Work is neat and craftsmanship is solid.	Work is impeccable and shows extreme care and thoughtfulness in its craftsmanship.
Effort	Work is not completed in a satisfactory manner. The student shows minimal effort. The student does not use time effectively.	Work complete but it lacks finishing touches or can be improved with a little effort. The student does just enough to meet requirements.	Completed work in an above-average manner, yet more could have been done. Student needs to go one step further to achieve excellence.	Completed work with excellence and exceeded teacher expectations. The student exhibited an exemplary commitment to the project.