Creativity

What is it?

Why is it important?

Things that...

Facilitate Creativity 	Inhibit Creativity 

ELA Samples

4th Grade ELA

Sample Student Outcome: Develop, implement and communicate new ideas to others through original writing.

EXAMPLE: Using an open-ended inspiration for writing such as Chris Van Allsburg's *Mysteries of Harris Burdick, each student writes the beginning of a story and records it as a podcast. Students in other classes listen to the story, create the ensuing episodes, and record them as podcasts, until a final group writes and records the conclusions.*

Standards Addressed

- W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

8th Grade ELA

Sample Student Outcome: Use information accurately and creatively for the issue or problem at hand.

EXAMPLE: After completing a literature circle unit of teen problem novels, students brainstorm a list of significant social, emotional, or health issues teens face today. Working in groups, students research one issue and create a public service announcement on a closed YouTube channel (viewable only by students in the class) to persuade their peers about one action they should take regarding this issue. Students will select and use references from literary readings (e.g., citing how a particular novel presents the issue) as well as research from nonfiction sources to illustrate major points.

Standards Addressed

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

12th Grade ELA

Sample Student Outcome: Students collaboratively write a proposal to help solve a community problem in innovative ways.

EXAMPLE: After completing a literature unit on the American dream where students have read The Great Gatsby, Death of a Salesman, and A Raisin in the Sun, they explore what it means to have access to an American dream. Students are asked to create non-profit organizations that would help to meet the needs of their community by helping a group of people to meet their American dream without duplicating current services offered in the community. Students conceive of organizations, formulate extensive grant proposals that help them vie for funding from the fictitious Society for the American Dream, and finally compete against each other for funding of up to $500,000. Students pitch their ideas and advocate for funding to the grant panel, comprised not of teachers, but of community representatives.

Standards Addressed

- RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Math Samples

4th Grade ELA

Sample Student Outcome: Students work collaboratively to "map" a box city using number sense, measurement, scale and geometry.

EXAMPLE: As preparation, students are introduced to the concepts of mapping, the utility of gridding and compass directions. Students then create an original box city and work together to overlay it with a string grid. Each student draws the elements of his/her grid (e.g. a building or park) on a paper square, representing each item at the appropriate scale. Students then reassemble all the grid squares into a "citywide grid" for display. Location games can then be played as a culminating activity, where students move each other through the city using coordinate directions. Students may also discuss and analyze potential effects on citizens of their "urban planning" decisions.

Standards Addressed

- 4.MD.1. Know relative sizes of measurement units within one system of units including: km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.
- Geometric measurement:

  4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

8th Grade ELA

Sample Student Outcome: Students use algebraic thinking, statistics, critical thinking and problem solving skills to compare and contrast outcomes in a sports game.

EXAMPLE: Students assemble fantasy sports teams and track their progress against other teams using a customized point system using non-algebraic and algebraic methods. Students follow their players on television, in newspapers, or online. They document, analyze and report on player statistics.

Standards Addressed

- N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- F-LE.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- 8.SP.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

12th Grade ELA

Sample Student Outcome: Students use statistics and probability knowledge, as well as critical thinking skills, to solve problems.

EXAMPLE: Stocking a Fish Pond – Copyright COMAP

Students develop understanding of basic measurements in order to describe populations and populated communities. Among these are population density, abundance of particular species, distribution of species, population size, and population age structures. Students model methods used by ecologists as well as environmental scientists (e.g., looking at a small portion of the population and make inferences about the whole, or comparing data taken after an environmental impact.) Students discuss the pros and cons of techniques for population estimation, understanding that no solution is foolproof.

Standards Addressed

Depending on how this lesson is developed, it can be aligned with various standards, such as:

- F-LE.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
- S-CP.5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.