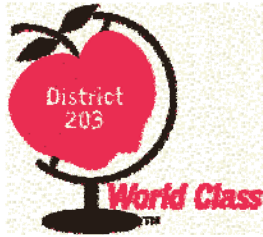


Naperville Community Unit School District 203

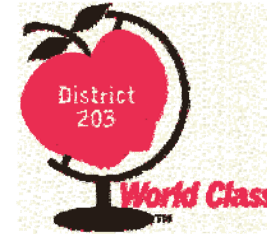


Project IDEA Increase and Develop Excellence in Academics

Grades 4/5
IMAGINATIONS



Web Site: <http://www.naperville203.org>









District Mission:

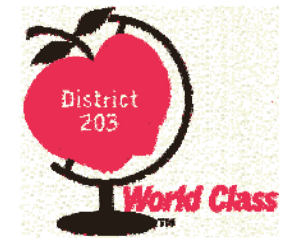
Our mission is to educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

Project Idea's Literacy Vision Statement:

The students will know:

-  Connecting relevant background knowledge to new information leads to deeper understanding
-  Asking questions clarifies and focuses learning
-  Making decisions about what is important helps focus and deepen understanding
-  Making inferences creates personal meanings
-  Synthesizing deepens and creates new understanding
-  Creating images enhances understanding

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School District 203
Spring 2006






Project IDEA Curriculum Model

Project IDEA seeks to develop the higher level thinking skills of analysis, synthesis and evaluation as outlined in Benjamin Bloom's Taxonomy (1956). In class discussions and on tests, the teacher ensures that the highly able learner is presented with in-depth questioning that draws on an advanced level of information, requires leaps of understanding, and challenges thinking.

Project IDEA students investigate the literacy question, "**How does literacy help us understand our world?**" Analyzing different genre helps students develop skills to read and understand a broad range of challenging and difficult texts to better understand their world.

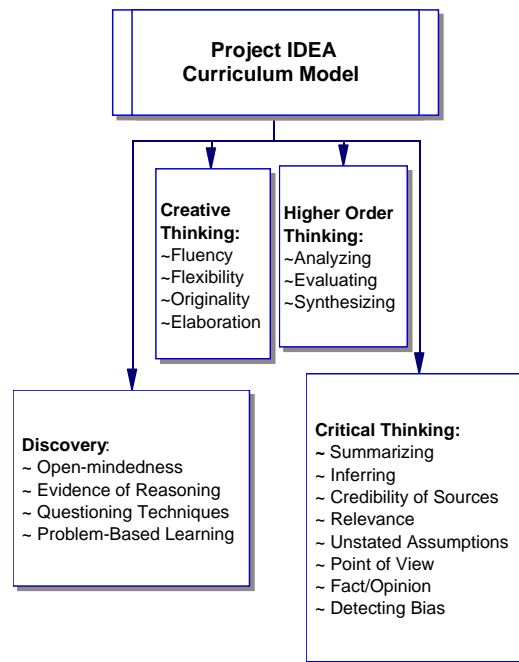
The Project IDEA curriculum is differentiated through:

-  Content - Richer depth and faster paced
-  Process - Synthesis and evaluation
-  Product - Demonstration of an understanding of the content and the process

Project IDEA Grades 4-5






The fourth and fifth grade Project IDEA curriculum is created on a two year cycle. Year one is Imaginations and year two is Investigations.

The program seeks to develop, through integration of curriculum, the following higher level thinking skills of analysis, evaluation, and synthesis, as well as creative and critical thinking skills delineated in the diagram below.



IMAGINATIONS






Through various units of study the students will discover that imagination requires:

-  Taking risks
-  Confronting the unknown
-  Discovering new things
-  Confirming the old
-  Exploring real-life problems

Units of Imagination

Fiction and nonfiction texts are incorporated into each genre study so that students have the opportunity to think critically and discuss texts and their relationship to contemporary issues.

Students will investigate new discoveries in the following genres:

-  Poetry
-  Fantasy/Science Fiction
-  Historical Fiction
-  Classics
-  Ecology