

# Hammond Eastside Magnet

## Programme of Inquiry 2023-2024

Grade and age	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Sharing the planet</b>
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including family, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Pre-K  4-5 year olds	<p><b>Central idea</b> Wonders help us learn</p> <p><b>Key concepts:</b> connection, responsibility, perspective</p> <p><b>Related Concepts:</b> relationships, emotions, cause and effect, sharing</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>● My feelings</li> <li>● My family relationships</li> <li>● Solving Problems</li> </ul>		<p><b>Central idea</b> Knowledge can be shown through art</p> <p><b>Key concepts:</b> perspective, form</p> <p><b>Related Concepts:</b> symbols, music, relationships, culture</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>● Characteristics of different art forms</li> <li>● Experiences impact perspective</li> <li>● Celebrations</li> </ul>	<p><b>Central idea</b> Cycles bring about change.</p> <p><b>Key concepts:</b> change, causation, connection</p> <p><b>Related Concepts:</b> cycle, pattern. relationships</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>● The purposes to why things happen</li> <li>● Cycles are a universal concept</li> <li>● Interruptions in a cycle can affect the outcome</li> </ul>	<p><b>Central idea</b> There are responsibilities in groups</p> <p><b>Key concepts:</b> Function, responsibility, change</p> <p><b>Related Concepts:</b> relationships, function, responsibility, groups</p> <p><b>Line of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Various communities to which we belong</li> <li>● Function of the alphabet to make words</li> <li>● Roles and responsibilities within a group</li> <li>● actions affect groups</li> </ul>	

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K 5-6 year olds	<p><b>Central idea</b> Responsibilities impacts our community</p> <p><b>Key concepts:</b> form, function, responsibility</p> <p><b>Related Concepts:</b> community, systems, citizenship, responding</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>• Roles and responsibilities in a community</li> <li>• Sequential order</li> <li>• Communication skills</li> </ul>	<p><b>Central idea</b> People and places change</p> <p><b>Key concepts:</b> change, form, connection</p> <p><b>Related Concepts:</b> story structure, parts of speech and sentences, number sense, force, movement, traditions</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>• development of traditions</li> <li>• cause and effect-strength of pushes and pulls can affect the speed of an object</li> <li>• 2D and 3D shapes</li> </ul>	<p><b>Central idea</b> Perspective impacts expression</p> <p><b>Key concepts:</b> perspective, connection, responsibility</p> <p><b>Related Concepts:</b> reading with expression, draw math stories, past and present life</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>• Different ways we express ourselves</li> <li>• Tools used for expression</li> <li>• past versus present</li> <li>• different forms of expression</li> </ul>			<p><b>Central idea</b> People and places are different around the world</p> <p><b>Key concepts:</b> function, change, perspective, causation</p> <p><b>Related Concepts:</b> number sense, fiction/nonfiction, text features/labeling, story elements, position, culture</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>• The role of living things in their environment.</li> <li>• composing and decomposing numbers</li> <li>• spatial understanding</li> </ul>

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<p><b>1<sup>st</sup> Grade</b></p> <p><b>6-7 year olds</b></p>	<p><b>Central idea</b> People reflect when they make changes</p> <p><b>Key concepts:</b> perspective, change, connection</p> <p><b>Related Concepts:</b> maps, theme, survival, relationships</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Learning from stories</li> <li>designing solutions to problems</li> <li>cause and effect</li> </ul>	<p><b>Central idea</b> Journeys may lead to change or growth</p> <p><b>Key Concepts</b> causation, form, function</p> <p><b>Related Concepts:</b> addition, patterns, observations, systems</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Observing patterns</li> <li>Identifying changes over time</li> <li>Retelling event</li> </ul>	<p><b>Central idea</b> Communication takes many forms.</p> <p><b>Key concepts:</b> form, perspective, causation</p> <p><b>Related Concepts:</b> Telling time, fractions, observations, cultures</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Louisiana Culture</li> <li>Storytelling across cultures</li> <li>Making Observations</li> </ul>	<p><b>Central idea</b> Connections link ideas</p> <p><b>Key concepts:</b> connection, perspective, change</p> <p><b>Related Concepts:</b> sun/stars, navigation, place value, opinion writing, state government</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>comparing and contrasting ideas</li> <li>predicting outcomes based on traits</li> <li>local government</li> </ul>	<p><b>Central idea</b> Patterns can affect daily lives.</p> <p><b>Key concepts:</b> causation, connection, responsibility</p> <p><b>Related Concepts:</b> weather, measurement, informative writing, narrative writing</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>predicting patterns</li> <li>observing cycles</li> <li>finding proof in text to make meaning</li> </ul>	<p><b>Central idea</b> Parts have a purpose</p> <p><b>Key concepts:</b> function, perspective, responsibility</p> <p><b>Related Concepts:</b> parts of an informative paragraph, part/part/whole, survival, wants/needs/choices</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Identifying parts of a whole</li> <li>Comparing parents to offspring</li> <li>Locating information using resources</li> </ul>
<p><b>2<sup>nd</sup> Grade</b></p> <p><b>7-8 year olds</b></p>	<p><b>Central idea</b> Tough experiences build character</p> <p><b>Key concepts:</b> Perspective, responsibility, change</p> <p><b>Related Concept:</b> cycles, systems, illustrations, responding, position, units</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Plant pollination</li> <li>composing and decomposing</li> <li>Famous Americans</li> <li>Branches of Government</li> </ul>	<p><b>Central idea</b> Movement impacts life</p> <p><b>Key concepts</b> Function, form</p> <p><b>Related Concepts:</b> erosion, written text, organization, migration</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Locations on Earth</li> <li>Early Explorers</li> <li>Place value up to 1,000</li> </ul>	<p><b>Central idea</b> Individual expression is a choice.</p> <p><b>Key concepts:</b> responsibility, function</p> <p><b>Related Concepts:</b> Nutrition, expression, survival, equations</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Relationships between math operations</li> <li>healthy choices</li> <li>War of 1812</li> </ul>	<p><b>Central idea</b> Actions cause change</p> <p><b>Key concepts:</b> causation, change</p> <p><b>Related Concepts:</b> Writing process, measurement, matter, directions</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Changes in weather impact people and nature</li> <li>maps and globes give guidance</li> <li>Place value changes a number's value.</li> </ul>	<p><b>Central idea</b> Balanced relationships build structure</p> <p><b>Key concepts</b> causation, connection</p> <p><b>Related Concepts:</b> time lines, citizenship, visual texts, shape, symbols</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Relationship between fractions, shapes and time</li> <li>comparing versions of stories</li> <li>Connection of historical events</li> </ul>	<p><b>Central idea</b> Living things depend on the Earth.</p> <p><b>Key concepts:</b> function, connection</p> <p><b>Related Concepts:</b> connections, patterns, systems, supply and demand</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Biomes</li> <li>Money</li> <li>Impact of personal choice</li> </ul>

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3 <sup>rd</sup> Grade 8-9 year olds	<p><b>Central idea</b> Relationships impact choices</p> <p><b>Key concepts:</b> Change, connection, perspective</p> <p><b>Related Concepts:</b> Systems, Data, Relationships, Choices</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>relationships within systems</li> <li>Choices</li> </ul>	<p><b>Central idea</b> Arrangements affects outcomes</p> <p><b>Key concepts:</b> Function, Connection, perspective,, responsibility</p> <p><b>Related Concepts:</b> systems, patterns, discoveries, civilizations, trade</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Structure of environments</li> <li>Patterns of equal groups</li> <li>Sources and text features</li> </ul>	<p><b>Central idea</b> Learning and discovering affect life</p> <p><b>Key concepts:</b> Causation, form, change, perspective</p> <p><b>Related Concepts:</b> Interdependence, Relationships, Home, Movement</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Parts of a Whole</li> <li>Movement</li> <li>Rights and Responsibilities</li> </ul>	<p><b>Central idea</b> Location influences change.</p> <p><b>Key concepts:</b> form, connection, Perspective</p> <p><b>Related Concepts:</b> impact, transformation, migration, organisms</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Cultural Influences</li> <li>Relationships in math</li> <li>Sources and text features</li> </ul>	<p><b>Central idea</b> Actions have consequences</p> <p><b>Key concepts:</b> connection, change, form</p> <p><b>Related Concepts:</b> Point of View, Compare and Contrast, Cause and Effect, Area, Survival</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Choices and Responsibility</li> <li>Sequencing</li> <li>Structure of Government</li> <li>Characteristics</li> </ul>	<p><b>Central idea</b> Change Impacts the growth</p> <p><b>Key concepts:</b> Form, fuctionion, causation, responsibility</p> <p><b>Related Concepts:</b> Theme, Growth, Story telling, weather patterns, Sources, patterns of change</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Learning from sources and text</li> <li>Predicting patterns</li> <li>Analyzing results</li> </ul>
	4 <sup>th</sup> Grade 9-10 year olds	<p><b>Central idea</b> Relationships stimulate development.</p> <p><b>Key concepts:</b> Form, connection, causation</p> <p><b>Related Concepts:</b> history, culture, energy, early civilizations, division</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Growth and movement</li> <li>energy</li> <li>Justifying opinions and claims</li> </ul>	<p><b>Central idea</b> Local influences change</p> <p><b>Key concepts:</b> Change, form, connection</p> <p><b>Related Concepts:</b> Location, structure, transformation, relationships, place value, civilizations, ancient world, research</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Characteristics of structures</li> <li>Using resources to inquire</li> <li>Earth's natural changes</li> </ul>	<p><b>Central idea</b> Perspectives create a diversity of ideas.</p> <p><b>Key concepts:</b> Perspective, responsibility</p> <p><b>Related Concepts:</b> geometry, medieval times measurement, civil rights movement, sight/light rays</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>written expression</li> <li>viewing situations through multiple lenses</li> <li>ways people express their perspective</li> </ul>	<p><b>Central idea</b> One event leads to another</p> <p><b>Key concepts:</b> change,, causation, function</p> <p><b>Related Concepts:</b> settlements, discoveries, causation, cause and effect</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>Establishing a structure</li> <li>Relationships within patterns</li> </ul>	<p><b>Central idea</b> Interdependency maintains balance.</p> <p><b>Key concepts:</b> perspective, responsibility, function</p> <p><b>Related Concepts:</b> interactions, organization, balance, system, energy, fractions</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>interaction within systems</li> <li>Roles influence responsibility</li> <li>movement</li> </ul>

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5th Grade	<p><b>Central idea</b> Humans use patterns to establish structure.</p> <p><b>Key concepts:</b> function, connection, change</p> <p><b>Related Concepts:</b> growth, location, resources, influence, organization</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>• patterns in civilizations</li> <li>• immigration</li> <li>• coordinate planes</li> </ul>	<p><b>Central idea</b> Adaptations occur through change.</p> <p><b>Key concepts:</b> causation, responsibility, change</p> <p><b>Related Concepts:</b> measurement, adaptations, regions, inventions</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>• environmental effects on humans</li> <li>• effects of migration</li> <li>• interactions influence outcomes</li> </ul>	<p><b>Central idea</b> Cultural diversity can shape society.</p> <p><b>Key concepts:</b> perspective, change,</p> <p><b>Related Concepts:</b> culture, exploration, traditions, society</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>• Components of cultures</li> <li>• Impact of different cultures</li> <li>• Expression of beliefs</li> </ul>	<p><b>Central idea</b> Observations and explorations lead to discovery.</p> <p><b>Key concepts:</b> Form, Change, responsibility</p> <p><b>Related Concepts:</b> Observation, thematic development, growth through change, cultural impacts, compare/contrast, matter, place value</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>• Change over time</li> <li>• How situations impact growth</li> <li>• How events impact culture</li> <li>• Data interpretation</li> </ul>	<p><b>Central idea</b> Individual components create systems.</p> <p><b>Key concepts:</b> form, function, causation</p> <p><b>Related Concepts:</b> systems, organization, exploration, diffusion, multiplication and division</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>• Circumstances affecting character choice</li> <li>• How materials change</li> <li>• Cultural impact of West African Kingdoms</li> <li>• Parts of a whole</li> </ul>	<p><b>Central idea</b> The parts of a system can work together to maintain balance.</p> <p><b>Key concepts:</b> connection, causation, responsibility</p> <p><b>Related Concepts</b> ecosystems, culture, balance, relationships, perspective, cultural diffusion, food chain</p> <p><b>Line of inquiry</b></p> <ul style="list-style-type: none"> <li>• Evidence to support a claim</li> <li>• conservation of energy and matter</li> <li>• Renaissance and reformation</li> </ul>
	10-11 year olds					