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| **Early Stage 1** | | | | |
| **Inquiry Process:  Learning Path** |  | **Information Processing Skills** | **Curriculum Links** | **Resource Options** |
| **Connect and Wonder** |  |  |  |  |
| Establish existing knowledge and define what you need to know. This is a time of immersion, building interest and tuning in.  *What do I already know?  What do I need to know?*  *This step may involve:*   * *Developing the skill of questioning* * *Deciding on context, topic, focus (Given: by teacher, collaborative decision child-teacher, independent decision by child)* * *Forming the ‘Central Idea” and developing the rich questions* * *Constructing a list of key words useful for researching and important in developing general vocabulary knowledge in relation to the topic.* * *Discussing the topic, brainstorming and clarifying known information* | **Questioning** | Identify and use different types of questions   * Open/closed * Questions to explain and clarify * Higher order thinking Qs | **History Skill:** Pose questions about the past using sources provided  **Geography Skill:** pose questions and make observations  **Science Skill:** explore immediate surroundings by questioning, observing using senses (STe-4WS) |  |
| **Defining & Planning** | * Analyse the research question * Scan a broad range of content relevant to the field of research to determine the direction of inquiry – in particular *keywords* for searching. * Define technical language related to task and build a relevant vocabulary bank * Clarify/identify requirements of task * Draft a plan for inquiry in a suitable format eg Mind mapping, brainstorming, graphic organisers * Planning – time management and self-regulation | **English Content:** Demonstrate an emerging awareness of criteria to enable the successful completion of tasks (ENe-12E)  **History Skill:** respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories |  |
| **Discover & Learn** |  |  |  |  |
| Locate, select and organise information to support the key question/learning intention.  *Where can I find the information required? Is the information selected valid and relevant? How do I record and organise the selected information?*  *This step may involve:*   * *identifying the range of information available (print, digital, human, organisations - Pathfinders) and developing the skills to navigate and use this form of information. (eg reading web addresses)* * *locating information and assessing the reliability (eg Evaluating websites – Kathy Schrock’s 5Ws: Who, what. where when and why)* * *exploring options for recording notes (graphic organisers)* * *learning to recognise relevant information* * *recording resources used (writing bibliographies)* | **Locating Resources** | Identify a range of information sources in a variety of formats   * Print * Digital * Electronic * People (Interviews) * Places * Primary Sources (experience, people, objects) * Secondary sources * Written * Visual/pictorial * Oral | **English Content:** Demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters and photographs (ENe-7B)  **English Content:** Identify some differences between imaginative and informative texts (ENe-7B)  **History Skill:** explore and use a range of sources about the past |  |
| Locate a range of information sources   * Keyword searching online (Boolean) * Browsers/internet * Emailing * Use Catalogues to locate a resource – online (regional libraries) and in-school (ALICE) * Shelving styles eg Dewey, genre |  | * State Library * Scootle * Worldbook online |
| **Navigating Resources** | Identify and use   * Content Page * Index * Glossary * Online menus * Hyperlinks and shortcuts * Headings & Sub-headings | **English Content:** Use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and drop down menus (ENe-3A)  **English Content:** Recognise parts of print and digital texts eg front and back covers, title and author, layout and navigation (ENe-8B) |  |
| **Evaluating Resources** | Determine the relevance of an information resource to the topic   * Skim reading/scanning |  |  |
| Judge the credibility of a resource   * Author expertise * Currency * Perspective * Bias * url * cross-referencing   Identify and discriminate between facts and opinions. | **English Content:** Begin to recognise points of view in text  (ENe-11D)  **History Skill:** Explore a point of view  **History Concept:** Perspectives - exploration of a point of view and understanding that stories may vary depending on who is the narrator |  |
| **Selecting and Recording Information** | Identify and recall information through watching and listening.  Skim/scan information source to identify main idea and key facts/keywords  Record facts in an appropriate format.  Note-taking   * Graphic Organisers * Sequencing * Categorising * Headings & Sub Headings * Bibliogrpahy | **English Content**: Identify literal meanings presented in texts eg character, setting and events  (ENe-4A)  **English Content:** Identify a sentence in imaginative and informative texts and understand its meaning (ENe-4A)  **English Content:** Interpret pictures with labels, environmental print logos and other visual images  (ENe-8B) |  |
| Copyright   * Referencing – style/elements | **English Content:** Develop an awareness of issues relating to the responsible use of digital communication (ENe-2A) |  |
| **Create & Share** |  |  |  |  |
| Consider how to present the information, create the presentation and deliver the response.  *Who is my intended audience? What tools could I use? How do I share my response?*  *This step may involve:*   * *introducing and exploring new digital programs and print options for presenting information* * *revising copyright issues if music and images are included in a presentation* * *matching audience with presentation formats (eg parents – school website)* * *asking for critical feedback prior to publishing* * *exploring avenues for sharing work with a wider audience* | **Creating** | Audience   * Age appropriate language * Format is accessible to audience | **English Content:** Compose texts for known audience  (ENe-7B) |  |
| Identify a suitable format/medium to present information.  For example   * Report * Video * Poster * Podcast   Organise information in a selected format  Identify and use a range of presentation tools. | **English Content:** Construct texts using software including word processing programs (ENe-3A)  **English Content:** Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ENe-2A)  **English Content:** Experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences (ENe-2A)  **History Skill:** develop a narrative about the past  **History Skill:** use a range of communication forms and digital technologies  **Geography Skills:** record geographical data and information  **Geography Skills:** represent data using charts or graphs. | * Web 2.0 – Blogs, wikis * Office way, Office Mix * Photostory * Story bird * Story board * Tagxedo * Kids story builder * Popplet * Google slide * Prezie * Kahoot * coding |
| **Sharing Findings** | Identify a range of opportunities to publish work   * Digital * Print * Face-to-face * Local/Global | **Geography Skill:** present information  **Science Skill:** communicate to share observations and ideas  (Se-4WS) |  |
| **Reflect & Rethink** |  |  |  |  |
| Reflect upon how the information/inquiry process may have been improved.  *What did I do well?  What changes would I make if I could do this again?*  *This step may involve:*   * *class review and reflection on presentations* * *personal reflection on work habits* * *discussing group performance for collaborative tasks* * *editing and republishing if required/desired* * *considering ways of ‘going further’ with research* | **Reviewing the process and product** | Criteria   * Self-assess product (during task and final product) using agreed success criteria * rubrics | **English Content:** Demonstrate an emerging awareness of criteria to enable the successful completion of tasks (ENe12E)  **Geography Skill:** Reflect on learning |  |
| **Reflecting on Work habits** | 21st Century Learning Dimensions   * Collaboration * Skilful Communication * Self-Regulation | **English Content:** Discuss what it means to be a cooperative group member (ENe-12E) |  |