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| **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 geographical questions |  |
| **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:** Develop an awareness of criteria for the successful completion of tasks (EN1-12E) |  |
| **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 |  |  |
| 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 | **History Skill:** explore and use a range of sources about the past | * State Library * Scootle * Worldbook online |
| **Navigating Resources** | Identify and use   * Content Page * Index * Glossary * Online menus * Hyperlinks and shortcuts * Headings & Sub-headings | **English Content:** Understand concepts about print and screen, including how different types of texts are organised using page numbering, table of contents, headings and titles, navigation buttons, bars and links (EN1-8B)  **English Content:** Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (EN1-8B) |  |
| **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:** Discuss possible author intent and intended audience of a range of texts (EN1-8B)  **English Content:** Distinguish between fact and opinion in persuasive texts (EN1-4A)  **History Concept:** Perspectives - a point of view within an historical context  **History Skill:** explore a point of view within an historical context |  |
| **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:** Use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information (EN1-2A)  **English Content:** Discuss different texts on a similar topic, identifying similarities and differences between the texts (EN1-4A)  **English Content:** Sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts (EN1-4A)  **History Skill:** Sequence familiar objects and events  **Geography Skill:** collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations  **Science Skill:** investigates questions and predictions by collecting and recording data  (ST1-4WS) |  |
| Copyright   * Referencing – style/elements | English Content: Develop an awareness of issues relating to the responsible use of digital communication (EN1-2A) |  |
| **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 |  |  |
| 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:** Compose a range of written forms of communication, including emails, greeting cards and letters (EN1-2A)  **English Content:** Experiment with publishing using different modes and media to enhance planned presentations (EN1-2A)  **English Content:** Construct texts featuring print, visual and audio elements using software, including word processing programs (EN1-2A)  **History Skill:** develop a narrative about the past  **History Skill:** use a range of communication forms (oral, graphic, written, role play) and digital technologies  **Geography Skill:** represent data by constructing tables, graphs or maps  **Geography Skill:** present findings in a range of communication forms | * 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 findings in a range of communication forms  **Science Skill:** sharing and reflecting on their experiences and comparing what they and others know (ST1-4WS) |  |
| **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:** Jointly develop criteria for assessing their own and others’ presentations or compositions with teacher guidance (EN1-12E)  **Geography Skill:** reflect on their learning and suggest responses to their findings |  |
| **Reflecting on Work habits** | 21st Century Learning Dimensions   * Collaboration * Skilful Communication * Self-Regulation | **English Content:** Discuss the roles and responsibilities when working as a member of a group (EN1-12E) |  |