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| **STAGE 3** |
| **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:** identify and pose questions to inform an historical inquiry**Geography Skill:** develop geographical questions to investigate and plan an inquiry**Science Skill:** investigates by posing questions, including testable questions and making predictions (ST3-4WS) |  |
| **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:** participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (EN3-1A) |  |
| **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
 | **History Skill:** compare information from a range of sources |  |
| 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:** locate information relevant to inquiry questions in a range of sources**History Skill:** identify and locate a range of relevant sources to support an historical inquiry | * State Library
* Scootle
* Worldbook online
 |
| **Navigating Resources** | Identify and use* Content Page
* Index
* Glossary
* Online menus
* Hyperlinks and shortcuts
* Headings & Sub-headings
 | **English Content:** Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (EN3-3A) |  |
| **Evaluating Resources** | Determine the relevance of an information resource to the topic* Skim reading/scanning
 | **Geography Skill:** evaluate sources for their usefulness |  |
| Judge the credibility of a resource* Author expertise
* Currency
* Perspective
* Bias
* url
* cross-referencing

Identify and discriminate between facts and opinions. | **English Content:** Assess the reliability of resources, including digital resources, when researching topics (EN3-2A) **History Concept:** Perspectives -different points of view in the past and present, eg attitudes towards Federation**History Concept:** Contestability - historical events or issues may be interpreted differently by historians, eg British ‘invasion’ or ‘settlement’**History Skill:** identify different points of view in the past and present |  |
| **Selecting and Recording Information** | Identify and recall information through watching and listening.Skim/scan information source to identify main idea and key facts/keywordsRecord facts in an appropriate format. Note-taking * Graphic Organisers
* Sequencing
* Categorising
* Headings & Sub Headings
* Bibliography
 | **English Content:** Explain and justify the responsible use of digital technologies (EN3-3A)**English Content**: Identify and summarise key ideas and information from guest speakers eg note-taking or using digital technologies (EN3-1A)**History Skill:** sequence historical people and events**History Skill:** use historical terms and concepts**Geography Skill:** collect and record relevant geographical [data](http://data) and information, using [ethical protocols](http://protocols), from primary data and [secondary](http://sources) information sources, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet**Science Skill:** gathering data to draw evidence-based conclusions and develop explanations (ST3-4WS) |  |
| Copyright* Referencing – style/elements
 | English Content: Recognise and discuss issues related to the responsible use of digital communication (EN3-2A) |  |
| **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:** Use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts (EN3-1A) |  |
| Identify a suitable format/medium to present information.For example* Report
* Video
* Poster
* Podcast

Organise information in a selected formatIdentify and use a range of presentation tools | **English Content:** Use a range of software, including word processing programs, learning new functions as required to create texts (EN3-2A)**English Content:** Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (EN3-2A)**History Skill:** develop historical texts, particularly narratives and descriptions, which incorporate source material**History Skill:** use a range of communication forms (oral, written, graphic) and digital technologies**Geography Skill:** represent [data](http://data) in different forms, for example, plans, graphs, tables, sketches and diagrams | * Web 2.0 – Blogs, wikis
* Office way, Office Mix
* Photostory
* Story bird
* Story board
* Tagxedo
* Kids story builder
* Popplet
* Google slide
* Prezie
* Kahoot
* coding
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| **Sharing Findings** | Identify a range of opportunities to publish work * Digital
* Print
* Face-to-face
* Local/Global
 | **Geography Skill:** present findings and ideas in a range of communication forms as appropriate |  |
| **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:** Develop criteria for assessing their own and others’ presentations (EN3-9E)**English Content:** Reflect on own learning achievements against specific criteria (EN3-12E)**Geography Skill:** reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people |  |
| **Reflecting on Work habits** | 21st Century Learning Dimensions* Collaboration
* Skilful Communication
* Self-Regulation
 | **English Content:** Discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal (EN3-9E) |  |