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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/keywords  Record 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 format  Identify 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 |
| **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) |  |