



This scope and sequence has been created to ensure alignment between Hub Learning and in-class programming, and smooth transitions following potential staff/student absence. It is intended to support teachers and teams in engaging in collaborative planning for instruction.

Each reporting period has been divided into two segments, defining four quarters across the school year and each quarter lists the outcomes for concentrated teaching and learning in that approximate time period. Although there is a suggested order shown within each quarter, teachers will design teaching and learning according to their context. Please note that this resource identifies only the bolded specific outcomes and must be used in conjunction with the questions and issues identified within the [Program of Studies](#).

First Reporting Period		Second Reporting Period	
Local and Current Affairs			
5.1 Physical Geography of Canada 5.1.2 examine, critically, the physical geography of Canada 5.1.3 analyze how people in Canada interact with the environment 5.1.1 value Canada's physical geography and natural environment	5.2 Histories and Stories of Ways of Life in Canada 5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada 5.2.3 examine, critically, ways of life in New France 5.2.4 examine, critically, ways of life of the fur traders 5.2.5 examine, critically, ways of life of the United Empire Loyalists 5.2.6 examine, critically, the ways of life of immigrants from the British Isles during the Great Migration	5.2 Histories and Stories of Ways of Life in Canada (cont.) 5.2.7 examine, critically, how the North West Mounted Police shaped ways of life in Canada 5.2.8 examine, critically, ways of life of non-European immigrants 5.2.9 examine, critically, how European immigrants shaped ways of life in western Canada 5.2.1 appreciate the complexity of identity in the Canadian context	5.3 Canada: Shaping an Identity 5.3.2 assess, critically, the changes that occurred in Canada immediately following Confederation 5.3.3 assess, critically, how the Famous Five brought about change in Canada 5.3.4 assess, critically, how economic booms and crashes affected ways of life in Canada 5.3.5 assess, critically, how historical events shaped collective identity in the Canadian context 5.3.1 appreciate how changes impact citizenship and identity
Dimensions of Thinking	5.S.1 develop skills of critical thinking and creative thinking 5.S.2 develop skills of historical thinking 5.S.3 develop skills of geographic thinking 5.S.4 demonstrate skills of decision making and problem solving		
Social Participation as a Democratic Practice	5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building 5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community		
Research for Deliberative Inquiry	5.S.7 apply the research process		
Communication	5.S.8 demonstrate skills of oral, written and visual literacy 5.S.9 develop skills of media literacy		