



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			
8.1 From Isolation to Adaptation: Japan 8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview 8.1.3 appreciate how models of governance and decision making reflect a society's worldview 8.1.4 appreciate how a society's worldview shapes individual citizenship and identity	8.1 From Isolation to Adaptation: Japan (cont.) 8.1.5 analyze the effects of cultural isolation during the Edo period 8.1.6 analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period 8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society	8.2 Origins of a Western Worldview: Renaissance Europe 8.2.4 examine, critically, the factors that shaped the worldview evolving in western Europe during the Renaissance 8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the Western world 8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews 8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context	8.3 Worldviews in Conflict: The Spanish and the Aztecs 8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview 8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies 8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact 8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge
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		