



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			
3.1 Communities in the World 3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in India, Tunisia, Ukraine and Peru	3.1 Communities in the World (cont.) 3.1.3 examine the geographic characteristics that shape communities in India, Tunisia, Ukraine and Peru	3.1 Communities in the World (cont.) 3.1.4 examine economic factors that shape communities in India, Tunisia, Ukraine and Peru 3.1.1 appreciate similarities and differences among people and communities	3.2 Global Citizenship 3.2.2 explore the concept of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru 3.2.1 appreciate elements of global citizenship
Dimensions of Thinking	3.S.1 develop skills of critical thinking and creative thinking 3.S.2 develop skills of historical thinking 3.S.3 develop skills of geographic thinking 3.S.4 demonstrate skills of decision making and problem solving		
Social Participation as a Democratic Practice	3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building 3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community		
Research for Deliberative Inquiry	3.S.7 apply the research process		
Communication	3.S.8 demonstrate skills of oral, written and visual literacy 3.S.9 develop skills of media literacy		