



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			
2.1 Canada’s Dynamic Communities 2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada 2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada	2.1 Canada’s Dynamic Communities (cont.) 2.1.4 investigate the economic characteristics of an Inuit, an Acadian and a prairie community in Canada 2.1.1 appreciate the physical and human geography of an Inuit, an Acadian, and a prairie community in Canada	2.2 A Community in the Past 2.2.6 analyze how the community being studied emerged 2.2.7 examine how the community being studied has changed 2.2.1 appreciate how stories of the past connect individuals and communities to the present 2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student’s community	2.2 A Community in the Past (cont.) 2.2.3 appreciate the importance of collaboration and living in harmony 2.2.4 appreciate how connections to a community contribute to one’s identity 2.2.5 appreciate how cultural and linguistic exchanges connect one community to another
Dimensions of Thinking	2.S.1 develop skills of critical thinking and creative thinking 2.S.2 develop skills of historical thinking 2.S.3 develop skills of geographic thinking 2.S.4 demonstrate skills of decision making and problem solving		
Social Participation as a Democratic Practice	2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building 2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community		
Research for Deliberative Inquiry	2.S.7 apply the research process		
Communication	2.S.8 demonstrate skills of oral, written and visual literacy 2.S.9 develop skills of media literacy		