



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. Each quarter lists the outcomes to be addressed in that approximate time period. Outcomes within a quarter are identified for concentrated teaching and learning, though it is acknowledged that providing opportunities for students to make connections across topics and engage in explorations that span the school year for scientific phenomena that change over time allow students to deepen their understanding. 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	
5–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.			
Topic E: Wetlands* 5–1 Design and carry out an investigation, using procedures that provide a fair test of the question being investigated. 5–2 Recognize the importance of accuracy in observation and measurement; and, with guidance, apply suitable methods to record, compile, interpret and evaluate observations and measurements. 5–10 Describe the living and nonliving components of a wetland ecosystem and the interactions within and among them.	Topic D: Weather Watch* 5–1 Design and carry out an investigation, using procedures that provide a fair test of the question being investigated. 5–2 Recognize the importance of accuracy in observation and measurement; and, with guidance, apply suitable methods to record, compile, interpret and evaluate observations and measurements. 5–8 Observe, describe and interpret weather phenomena; and relate weather to the heating and cooling of Earth’s surface. 5–9 Investigate relationships between weather phenomena and human activity.	Topic A: Electricity and Magnetism 5–1 Design and carry out an investigation, using procedures that provide a fair test of the question being investigated. 5–2 Recognize the importance of accuracy in observation and measurement; and, with guidance, apply suitable methods to record, compile, interpret and evaluate observations and measurements. 5–5 Demonstrate safe methods for the study of magnetism and electricity, identify methods for measurement and control, and apply techniques for evaluating magnetic and electrical properties of materials. Topic B: Mechanisms Using Electricity 5–3 Design and carry out an investigation of a practical problem, and develop a possible solution. 5–6 Construct simple circuits, and apply an understanding of circuits to the construction and control of motorized devices.	Topic C: Classroom Chemistry 5–1 Design and carry out an investigation, using procedures that provide a fair test of the question being investigated. 5–2 Recognize the importance of accuracy in observation and measurement; and, with guidance, apply suitable methods to record, compile, interpret and evaluate observations and measurements. 5–7 Describe the properties and interactions of various household liquids and solids, and interpret their interactions.