



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	
3–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.			
Topic E: Animal Life Cycles 3–1 Investigate the nature of things, demonstrating purposeful action that leads to observations and inferences. 3–2 Identify patterns and order in objects and events studied; and, with guidance, record observations, using pictures, words and charts; and make predictions and generalizations, based on observations. 3–10 Describe the appearances and life cycles of some common animals, and identify their adaptations to different environments. 3–11 Identify requirements for animal care.	Topic A: Rocks and Minerals 3–1 Investigate the nature of things, demonstrating purposeful action that leads to observations and inferences. 3–2 Identify patterns and order in objects and events studied; and, with guidance, record observations, using pictures, words and charts; and make predictions and generalizations, based on observations. 3–5 Demonstrate knowledge of materials that comprise Earth’s crust, and demonstrate skill in classifying these materials.	Topic B: Building with a Variety of Materials 3–1 Investigate the nature of things, demonstrating purposeful action that leads to observations and inferences. 3–2 Identify patterns and order in objects and events studied; and, with guidance, record observations, using pictures, words and charts; and make predictions and generalizations, based on observations. 3–6 Use, safely, a variety of tools, techniques and materials in construction activities. 3–7 Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes. Topic C: Testing Materials and Designs 3–3 Investigate a practical problem, and develop a possible solution. 3–8 Evaluate the suitability of different materials and designs for their use in a building task.	Topic D: Hearing and Sound 3–1 Investigate the nature of things, demonstrating purposeful action that leads to observations and inferences. 3–2 Identify patterns and order in objects and events studied; and, with guidance, record observations, using pictures, words and charts; and make predictions and generalizations, based on observations. 3–9 Describe the nature of sound, and demonstrate methods for producing and controlling sound.