



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			
7.1 Toward Confederation 7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada 7.1.4 assess, critically, the economic competition related to the control of the North American fur trade	7.1 Toward Confederation (cont.) 7.1.5 assess, critically, the political competition between the French and the British in attempting to control North America 7.1.6 assess, critically, how political, economic and military events contributed to the foundations of Canada	7.2 Following Confederation: Canadian Expansions 7.2.4 assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada 7.2.5 evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War	7.2 Following Confederation: Canadian Expansions (cont.) 7.2.6 assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 7.2.7 assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada
7.1.1 appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation 7.1.2 appreciate the challenges of co-existence among peoples		7.2.1 recognize the positive and negative aspects of immigration and migration 7.2.2 recognize the positive and negative consequences of political decisions 7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change	
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		