

KBI Curriculum Connections & Lesson Resources

Newfoundland & Labrador

Grade 5

Use Lessons & Accompanying Materials for:

- Preteaching (Activating)
- Core Content (Acquiring)
- Review (Applying)

KBI Learning Modules for Newfoundland & Labrador Grade 5 Curriculum

Curriculum Unit/Big Ideas/Outcomes/Competencies	KBI Learning Module(s)	KBI Lesson Titles & Curriculum Expectations	Accompanying Unit/Lesson Plans
<p>English Language Arts 5</p> <p>Reading and Viewing ELA - GCO 4 Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual text.</p> <ul style="list-style-type: none"> 4.1 Use cueing systems to construe meaning 4.4 Explain how text structures convey meaning <p>Writing and Representing ELO - GCO 8 Students will be expected to use writing and representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.</p> <ul style="list-style-type: none"> 8.2 create texts that represent experiences, personality, and interests <ul style="list-style-type: none"> Sort sensory details (5-E.1) Put the sentences in order (5-O.1) <p>ELO - GCO 10 Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.</p> <ul style="list-style-type: none"> 10.1 create texts using the processes of writing and representing 	<ul style="list-style-type: none"> All learning modules 	<p>Most lessons have interactive educational games to support comprehension.</p> <p>Lessons have a link to unit/lesson plans on each lesson title. These include adaptable literacy building activities such as vocabulary worksheets with phonetic structures, spelling exercises, matching definitions to vocabulary terms, sentence writing using vocabulary terms, and prefix/suffix exercises.</p>	<p>Click on Unit/Lesson Plan links below in this column to access all of the literacy building worksheets and answer guides.</p> <p>In addition, Unit/Lesson Plans include comprehension and critical/creative assignments and answer guides/marking rubrics.</p>
<p>Building Critical Inquiry Skills ELA - GCO 7 Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and</p>	<ul style="list-style-type: none"> Critical Thinking & Evaluating Information 	<p>01. The Power of the Story (Social Studies icp.3; ELA Critical Literacy,</p>	<p>Unit Plan Overview With links to lessons and the following resources</p>

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<p>genre. (RV - Reading and Viewing) Students will be expected to:</p> <p>7.1 ask critical questions of texts</p> <p>7.2 analyze intended messages in texts</p> <p>ELA - Critical Literacy <i>It involves the ability to read deeper into the content and to recognize and evaluate the stereotyping, cultural bias, author's intent, hidden agendas, and silent voices that influence texts.</i></p> <p>ELA - Information Literacy <i>Students must be able to evaluate information from it. This involves detecting bias, differentiating between fact and opinion, weighing conflicting opinions, and evaluating the worth of sources. Information literacy also focuses on the ability to synthesize the information so that it can be communicated.</i></p> <p>Social Studies- Integrated Concepts & Processes <i>icp.3 make judgments based on appropriate criteria</i></p> <p>Social Studies- Unit 1 <i>1.1 explain how primary sources are used to construct historical knowledge</i></p> <p>Science- GCO 2 (Skills) <i>Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions</i></p>		<p>Information Literacy; GCO 7, 7.1, 7.2; Science 20)</p> <p>02. How to Collect Trustworthy Information: The TRAAP Test (Social Studies icp.3; ELA Critical Literacy, Information Literacy; GCO 7, 7.1, 7.2; Science 20)</p> <p>03. Primary & Secondary Sources (Social Studies icp.3, 1.1; ELA Critical Literacy, Information Literacy; GCO 7, 7.1, 7.2; Science 20)</p> <p>04. Thinking Critically About Information: Beware of Bias Part 1 (Social Studies icp.3; ELA Critical Literacy, Information Literacy; GCO 7, 7.1, 7.2; Science 15, 20)</p> <p>05. Thinking Critically About Information: Beware of Bias Part 2 (Social Studies icp.3; ELA Critical Literacy, Information Literacy; GCO 7, 7.1, 7.2; Science 20)</p>	<ul style="list-style-type: none"> ● Literacy builder worksheet/answer guide ● Lesson worksheet/answers ● Video worksheet/answers ● Inquiry activities/answer guides ● Numeracy activity/answers

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<p>1.0 propose questions to investigate and practical problems to solve</p> <p>15.0 identify and use a variety of sources and technologies to gather relevant information</p> <p>20.0 evaluate the usefulness of different information sources in answering a question</p>		06. How to Test Ideas with Experiments: The Scientific Method (Science 1.0; ELA Critical Literacy, Information Literacy)	
<p>Weather and Environment</p> <p>Science - Weather</p> <p>GCO 2 (Skills): <i>Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.</i></p> <p>40.0 <i>provide examples of how science and technology have been used to solve problems in their community and region</i></p> <p>GCO 4 (Attitudes) <i>be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment</i></p>	<ul style="list-style-type: none"> Environment & Climate Change 	<p>01. What is Climate Change? (Science GCO 2; GCO 4, Science 40.0)</p> <p>02. Helping With The Problem Of Climate Change (Science GCO 1; GCO 4, Science 40.0)</p> <p>03. My Community & Climate Change (Science GCO 1; GCO 4, Science 40.0)</p> <p>04. How Can Each Person Help? (Science GCO 1; GCO 4, Science 40.0)</p> <p>05. Our Health & Climate Change (Science GCO 1; GCO 4)</p>	<p>Unit Plan Overview</p> <p>With links to lessons and the following resources</p> <ul style="list-style-type: none"> Literacy builder worksheet/answer guide Lesson worksheet/answers Video worksheet/answer guide Numeracy activity/answers

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<p>Indigenous History in Canada</p> <p>ELA - GCO 3 Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.</p> <p>Social Studies - Unit 4: Decision Making 4.0 Students are expected to explain the diversity of First Nation and Inuit societies in what later became Canada (c. 1000-1400 CE). 4.1 locate and describe societies using geographic concepts 4.2 explain how human environmental interactions influenced societies 5.0 Students are expected to explain the decision-making practices used by First Nation and Inuit societies in the Atlantic region (c. 1000-1400 CE). 5.1 identify and describe examples of decision making 5.2 explain the social structures of societies 5.3 explain how social structure influenced decision-making</p> <p>Social Studies- Unit 5: Interactions 6.0 Students are expected to analyse interactions between British and French settlers and First Nation and Inuit societies in the Atlantic region (c. 1650-1800 CE). 6.3 compare interactions that occurred between settlers and First Nations and Inuit</p> <p>Social Studies- Unit 6: Continuity & Change 7.1 identify similarities and differences of past societies and present-day societies</p>	<ul style="list-style-type: none"> Life on Turtle Island Cooperation & Colonization 	<p>01. Why Terms Matter (ELA GCO 3)</p> <p>02. The Story of Sky Woman (Social Studies 4)</p> <p>03. From Time Immemorial (Social Studies 4, 4.2; Science 37)</p> <p>04. Diversity on Turtle Island Social Studies 4, 4.1, 4.2; Science 37)</p> <p>05. The Clan System (Social Studies 5, 5.1, 5.2, 5.3, 4)</p> <p>06. Ojibwe Clans (Social Studies 5, 5.1, 5.2, 5.3, 4)</p> <p>01. Contact with Europeans (Social Studies 6, 6.3)</p> <p>02. Treaties (Social Studies 7.1, 7.2, 7.3)</p> <p>03. What is Colonization? (Social Studies 7.1, 7.2)</p>	<p>Unit Plan Overview With links to lessons and the following resources</p> <ul style="list-style-type: none"> Literacy builder worksheet/answer guide Lesson worksheet/answers <p>Unit Plan Overview With links to lessons and the following resources</p> <ul style="list-style-type: none"> Literacy builder worksheet/answer guide Holistic Reflection Activity Understanding the Doctrine of Discovery

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<p>7.2 determine the most significant similarity(ies) and difference(s) of past societies and present-day societies</p> <p>7.3 predict how societies might change in the future</p> <p>Science- GCO1 (STSE)</p> <p>37.0 describe and compare tools, techniques, and materials used by different people in their community and region to meet their needs</p>		<p>04. The Indian Act (Social Studies 7.1, 7.2, 7.3)</p>	<ul style="list-style-type: none"> Reflecting on the Thriving Cultures of Indigenous Peoples
<p>Levels of Government and Map Reading</p> <p>Social Studies - GCO 1. Citizenship, Power, and Governance</p> <p>Demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.</p>	<ul style="list-style-type: none"> Canada's Three Levels of Government 	<p>01. Vocabulary About Government (Social Studies GCO 1)</p> <p>02. Government- More Vocabulary (Social Studies GCO 1)</p> <p>03. Government in Canada (Social Studies GCO 1)</p> <p>04. Government Services (Social Studies GCO 1)</p> <p>05. The Municipal Government Vocabulary (Social Studies GCO 1)</p> <p>06. The Municipal Government - More Vocabulary (Social Studies GCO 1)</p>	<p><u>Unit Plan Overview</u></p> <ul style="list-style-type: none"> Literacy builder worksheet/answer guide Lesson worksheet/answers Numeracy activity/answers

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		07. The Municipal Government (Social Studies GCO 1) 08. The Provincial Government (Social Studies GCO 1) 09. The Federal Government (Social Studies GCO 1) 10. Governments and Your Health (Social Studies GCO 1) 11. Government and the World - Reading a Map (Social Studies GCO 1)	
SCIENCE 5 Outcome: Learners will analyse how the body functions to meet its needs. Organs and systems function together to help humans and other animals meet their basic needs. Learners will explore the major internal organs through the use of models and simulations. Many factors can affect a healthy body and an analysis of how the body functions to meet its needs will allow learners to explore the role they play in maintaining a healthy body.	<ul style="list-style-type: none"> ● The Human Body - Circulatory System 	<ul style="list-style-type: none"> ★ See column 1 for curriculum link to lessons. 01. What Are Human Body Systems? 02. Our Beating Heart 03. Our Amazing Red Blood 	Unit Plan Overview With links to lessons and the following resources: <ul style="list-style-type: none"> ● Literacy builder worksheets/answer guides ● Lesson worksheets/answers ● Inquiry activities/answer guides

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<p>Outcome: Describe the major functions and structures of the respiratory, digestive, excretory, and circulatory systems. 302-5</p> <p>Elaborations - Strategies for Learning and Teaching Students should investigate the role of the digestive system in providing nourishment for the body functions. Major organs include teeth, the tongue, oesophagus, stomach, small intestine and large intestine.</p> <p>Students should investigate the structure and function of the circulatory system. Major organs include the heart and blood vessels (arteries, veins, capillaries and blood).</p> <p>Students should investigate the structure and function of the respiratory system. Major organs include the nose, trachea, lungs and diaphragm.</p> <p>HEALTH 5 Outcome: Health Learners will investigate how health behaviours enhance physical, mental, emotional, social, and spiritual health Investigate healthy behaviours that can impact transmission of communicable diseases (CZ, COM, CT, PCD)</p>	<ul style="list-style-type: none"> ● The Human Body - Respiratory System ● The Human Body - Digestive System 	<p>04. Ways To Keep Our Circulatory System Healthy</p> <p>05. The Circulatory System & Amazing Scientific Discoveries</p> <p>01. Taking A Breath</p> <p>02. Parts of The Respiratory System</p> <p>03. Our Amazing Lung Action</p> <p>04. Keeping Our Respiratory System Healthy</p> <p>05. The Respiratory System & Amazing Scientific Discoveries</p> <p>01. Foods Our Body Needs</p> <p>02. How Our Body Digests Food</p>	<p>Unit Plan Overview With links to lessons and the following resources:</p> <ul style="list-style-type: none"> ● Literacy builder worksheet/answer guide ● Lesson worksheet/answers ● Inquiry activities/answer guides ● Numeracy activity/answers <p>Unit Plan Overview With links to lessons and the following resources:</p> <ul style="list-style-type: none"> ● Literacy builder worksheet/answer guide

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	<ul style="list-style-type: none"> The Human Body - Musculoskeletal System 	03. Parts of the Digestive System 04. Keeping Our Digestive System Healthy 05. The Digestive System & Amazing Scientific Discoveries Lessons coming by Oct/Nov 2025	<ul style="list-style-type: none"> Lesson worksheet/answers Inquiry activities/answer guides Numeracy activity/answers
The Body's Defence System & How Vaccine Technology Helps Science- GCO 1 (STSE) Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. 29.0 demonstrate that specific terminology is used in science and technology contexts 31.0 describe examples of tools and techniques that have contributed to scientific discoveries 40.0 provide examples of how science and technology have been used to solve problems in their community and region 49.0 describe examples of technologies that have been developed to improve living conditions	<ul style="list-style-type: none"> Germes, The Body's Defense System, & How Vaccines Help 	01. New Diseases on Turtle Island (Social Studies 7.1, 7.2, Science 15.0, 20.0) 02. What Are Germs? (Science GCO 1; Health Self Care 1) 03. What Can Stop the Spread of Infections? (Science 67, 31; Health Self Care 2ELA 7.1, 7.2) 04. What Is the Immune System? (Science 67, 70, 71)	Unit Plan Overview With links to lessons and the following resources <ul style="list-style-type: none"> Lesson worksheet/answers

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<p>Science- GCO 2 (Skills) Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions</p> <p><i>15.0</i> identify and use a variety of sources and technologies to gather relevant information</p> <p><i>20.0</i> evaluate the usefulness of different information sources in answering a question</p> <p>Science - Body Systems</p> <p><i>67.0</i> describe how body systems help humans meet their basic needs</p> <p><i>70.0</i> describe the role of the skin</p> <p><i>71.0</i> describe the body's defenses against infections</p> <p>Social Studies- Unit 6: Continuity & Change</p> <p><i>7.1</i> identify similarities and differences of past societies and present-day societies</p> <p><i>7.2</i> determine the most significant similarity(ies) and difference(s) of past societies and present-day societies</p> <p>ELA- GCO 7 Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre. (RV - Reading and Viewing) Students will be expected to:</p> <p><i>7.1</i> ask critical questions of texts</p> <p><i>7.2</i> analyze intended messages in texts</p>	<ul style="list-style-type: none"> How to Handle Your Vaccines Like a Champ 	<p>05. What Are Vaccines and How Do They Work? (Science 29, 31, 40, 49; Health Self Care 4)</p> <p>06. How Effective Are Vaccines? (Science 29, 31, 40, 49; Health Self Care 4, 6, ELA 7.2)</p> <p>07. Safety First! How Vaccines Are Developed, Approved and Monitored (Science 29, 31, 40, 49; Health Self Care 4, 6)</p> <p>08. Hummingbird's Vaccine (Social Studies 7.1, Science GCO 1)</p> <p>How to Handle Your Vaccines Like a Champ (Science 40.0, 49.0)</p>	<p>Lesson Plan Activity</p>

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Science GCO 3: Knowledge • describe interactions within natural systems and the elements required to maintain these systems • be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment	<ul style="list-style-type: none"> Classifying Living Things 	01. We Are Named For What We Eat (Science GCO 3) 02. Food Chain and Food Web (Science GCO 3) 03. Predator, Prey, and Scavenger (Science GCO 3) 04. How Do We Help Conserve Species? (Science GCO 3)	Unit Plan Overview With links to lessons and the following resources <ul style="list-style-type: none"> Literacy builder worksheet/answer guide Lesson worksheet/answers Numeracy activity/answers
Mindfulness and anxiety-reducing exercise Health - Mental Health 4. understand that the way we are treated impacts on self-esteem and general emotional well-being	<ul style="list-style-type: none"> Social and Emotional Learning 	Taking a Break Is Important Too!	Link to Lesson
Curriculum-Related Themes Throughout the Year			
Reflecting on hardships and courage during WWII (November) Social Studies- Unit 6: Continuity & Change 7.0 - Students are expected to compare past societies and present-day society.	<ul style="list-style-type: none"> Remembrance Day / Veterans Day / Armistice Day (available 	01. War and Being Sick Was Hard For Soldiers ELA GCO 2,3,4)	Lesson Plan/Activity (ELA GCO 6)

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<p>7.1 identify similarities and differences of past societies and present-day societies</p> <p>7.2 determine the most significant similarity(ies) and difference(s) of past societies and present-day societies</p> <p>ELA GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.</p> <p>ELA GCO 3: Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.</p> <p>ELA GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media and visual text.</p> <p>ELA GCO 6: Students will be expected to respond personally to a range of texts</p>	on KBI in November)	<p>02. Why Did The Influenza Pandemic Make WW1 Soldiers Sick? ELA GCO 2,3,4)</p> <p>03. Charles “Charlie” Henry Byce, Canadian Indigenous WW2 Hero ELA GCO 2,3,4)</p> <p>04. Blanche-Olive Lavallée: A Canadian Nurse in WW1 ELA GCO 2,3,4)</p>	
<p>Reflecting on kindness and building leadership skills (December)</p> <p>Health - Mental Health</p> <p>4. understand that the way we are treated impacts on self-esteem and general emotional well-being</p>	<ul style="list-style-type: none"> Winter Break - Spreading Kindness (available on KBI in December) 	<p>01. Winter Break - Spreading Kindness (Health-Mental Health 4)</p>	<p><u>Lesson Plan/Activities</u></p> <p>With links to lessons and the following resources:</p> <ul style="list-style-type: none"> Literacy builder worksheet/answer guide Activity - Making A Difference Activity - Compare and Contrast special things at this time of year Activity - Recipe book Activity - Shape Poem

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<p>Highlighting some key inspirational leaders during Black History Month as well as some experiences of refugees from different parts of the world (February)</p> <p>Science GCO 1 (STSE) Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. 36.0 identify examples of scientific questions and technological problems addressed in the past (GCO 1) 40.0 provide examples of how science and technology have been used to solve problems in their community and region (GCO 1) 43.0 identify scientific discoveries and technological innovations of people from different cultures (GCO 1)</p> <p>Science GCO 3 (Knowledge): Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. 71.0 describe the body's defenses against infections</p> <p>English Language Arts ELA GCO 3: Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.</p>	<ul style="list-style-type: none"> Black History Month (available on KBI in February) Refugee Experiences (suggested for February) 	<p>01. What is Black History Month? (ELA GCO 3, 4)</p> <p>02. Anderson Ruffin Abbott - The First Black Canadian Doctor (ELA GCO 3, 4)</p> <p>03. Alice Ball: A New Treatment for Leprosy (ELA GCO 3, 4, Science 36.0, 40.0, 43.0)</p> <p>04. Percy Lavon Julian - Inventor Extraordinaire (ELA GCO 3, 4, Science 36.0, 40.0, 43.0)</p> <p>05. Henrietta Lacks: The First Immortal Cells (ELA GCO 3, 4, Science 36.0, 40.0, 43.0, 70.0)</p> <p>01. What does it mean to be a Refugee? (ELA GCO 3, 4)</p> <p>02. Refugee Camps (ELA GCO 3, 4)</p>	<p>Unit Plan Overview With links to lessons and the following resources:</p> <ul style="list-style-type: none"> Lesson worksheet/answers Inquiry activities

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<p>ELA GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media and visual text.</p> <p>Health - Mental Health 3. understand the interrelationship of physical and mental health, and general well-being, 4. understand that the way we are treated impacts on self-esteem and general emotional well-being,</p> <p>Health - Active Living 3. recognize the importance of daily physical activity for general well-being,</p>		<p>03. Refugee Rights (Health: Mental Health 3, Mental Health 4, Active Living 3, ELA GCO 3, 4)</p> <p>04. Refugee Rights and Healthcare (ELA GCO 3, 4)</p>	
<p>Celebrating inspiring women in STEM</p> <p>Health - Relationships 7. identify ways of eliminating male/female stereotyping,</p> <p>Social Studies - GCO 2 : Culture and Diversity Unit Five: Interactions - How are societies influenced by interactions with other societies? GCO 2 Students will be expected to demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. Unit Six - Continuity and Change: How do societies change over time? 7.0 - Students are expected to compare past societies and present-day society.</p>	<ul style="list-style-type: none"> International Women's Day - Celebrating Inspiring Women in STEM (available on KBI in March) 	<p>Young Women & The Fight Against Climate Change (Health- Relationships 7, Social Studies GCO 2, ELA GCO 4, Science GCO 1, Science 4.0, Science 4.1)</p> <p>Anna Wessels Williams - A Pioneer in Treating Infectious Disease (Health- Relationships 7, Social Studies GCO 2, Social Studies 7.0, Social Studies 7.1, ELA GCO 4, Science GCO 1, Science 4.0, Science 4.1)</p>	<p>Unit Plan Overview With links to lessons and the following resources (ELA GCO 6):</p> <ul style="list-style-type: none"> Literacy builder worksheets/answer guides Inquiry activities

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<p>7.1 identify similarities and differences of past societies and present-day societies</p> <p>ELA GCO 4 Students will be expected to select, read and view with understanding a range of literature, information, media and visual text.</p> <p>ELA GCO 6 Students will be expected to respond personally to a range of texts.</p> <p>Science GCO 1: STSE</p> <ul style="list-style-type: none"> • describe ways that science and technology work together in investigating questions and problems and in meeting specific needs • describe applications of science and technology that have developed in response to human and environmental needs • describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment <p>Science 40.0 provide examples of how science and technology have been used to solve problems in their community and region (GCO 1)</p> <p>Science 41.0 consider the positive and negative effects of familiar technologies (GCO 1)</p> <p>Science 43.0 identify scientific discoveries and technological innovations of people from different cultures (GCO 1)</p>		<p>Suzanne Simard - A Canadian Forest Scientist (Health- Relationships 7, ELA GCO 4, Science GCO 1, Science 4.0, Science 4.1)</p> <p>Katherine Johnson - A Top Mathematician for NASA (Health- Relationships 7, Social Studies GCO 2, Social Studies 7.0, Social Studies 7.1, Science GCO 1, Science 4.0, Science 4.1, Science GCO 4.3, ELA GCO 4)</p> <p>Roberta Bondar - The First Canadian Woman Astronaut (Health- Relationships 7, ELA GCO 4, Science GCO 1, Science 4.0, Science 4.1)</p> <p>The Women Behind The Pertussis Vaccine: Pearl Kendrick, Grace Eldering, and Loney Clinton Gordon (Health- Relationships 7, ELA GCO 4, Science GCO 1, Science 4.0, Science 4.1)</p>	

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		Dr Theresa Tam - Canada's top health leader during the COVID-19 pandemic (Health- Relationships 7, ELA GCO 4, Science GCO 1, Science 4.0, Science 4.1)	
<p>Understanding communicable diseases and how they are spread, and learning about immunization. Suggested during flu season, immunization awareness week, and school vaccinations (if applicable)</p> <p>ELA GCO 4 Students will be expected to select, read and view with understanding a range of literature, information, media and visual text.</p> <p>ELA- GCO 7 Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre. (RV - Reading and Viewing) Students will be expected to:</p> <p>7.1 ask critical questions of texts</p> <p>7.2 analyze intended messages in texts</p> <p>Science GCO 1: STSE</p> <ul style="list-style-type: none"> describe ways that science and technology work together in investigating questions and problems and in meeting specific needs describe applications of science and technology that have developed in response to human and environmental needs 	<ul style="list-style-type: none"> Immunization Awareness Week (available on KBI mid to end of April) The Spread of Infectious Diseases (suggested for 	<p>(Updated to be relevant every year)</p> <p>You asked - We Answered! KBI Q&A (Science GCO 1, Science 41.0, Science 49.0)</p> <p>The History of How Pandemics Have Changed How We Live (Science GCO 1, Science 41.0, Science 49.0)</p> <p>Letter of Thanks From UNICEF Canada To You!</p> <p>01. What Are Infectious Diseases and How Do They Spread? Science 70.0)</p>	<p>Link to Lessons</p>

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<p>• describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment</p> <p>41.0 consider the positive and negative effects of familiar technologies</p> <p>43.0 identify scientific discoveries and technological innovations of people from different cultures</p> <p>49.0 describe examples of technologies that have been developed to improve living conditions</p> <p>Science - Body Systems</p> <p>70.0 describe the role of the skin</p> <p>71.0 describe the body's defenses against infections</p> <p>Health - Self- Care</p> <p>6. explain the difference between virus and bacteria,</p> <p>Health - Consumer Health</p> <p>5. identify some professional and volunteer health groups and agencies in your community.</p> <p>Social Studies: Culture and Diversity</p> <p>Demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.</p>	<p>either April or winter flu season in November)</p> <p>• Canada's Interactions With The Global Community</p>	<p>02. What Are Outbreaks, Epidemics, and Pandemics?</p> <p>03. How Do Pandemics Affect People?</p> <p>04. Online Misinformation: Fighting the Infodemic (ELA GC0 7, 7.1, 7.2)</p> <p>01. World Health (Health-Consumer Health 5)</p> <p>02 Why Global Health Issues Require Cooperation</p> <p>03 Why Did the WHO Name Vaccine Hesitancy a Top 10 Issue?</p> <p>04 Canada's Response to Vaccine Hesitancy at Home (Health-Consumer Health 5, Social Studies-Culture and Diversity)</p>	<p>Unit Plan Overview</p> <ul style="list-style-type: none"> • Literacy builder worksheet/answer guide • Lesson worksheet/answers • Video worksheet/answers • Numeracy activity • Inquiry activities

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	<ul style="list-style-type: none"> Scientific Curiosity and Vaccine Discoveries (suggested for April or “flu” season around November or school vaccinations if applicable) 	<p>05 Canada's Response to Vaccine Hesitancy Abroad (Health-Consumer Health 5, Social Studies-Culture and Diversity)</p> <p>The Wonder of Scientific Curiosity (Science GCO 1: STSE, 43.0, 49.0)</p> <p>HPV Vaccine</p> <p>Measles, The Comeback Kid!</p> <p>Hepatitis B Vaccine</p> <p>Varicella Chickenpox Vaccine</p> <p>Tdap Vaccine</p> <p>Meningococcal (Meningitis) Vaccine</p> <p>How To Handle Your Vaccines Like a Champ</p>	<p>Link to Lessons</p>

This resource was made by a teacher to be used/adapted as needed.

Additional lesson information and assessment suggestion

Lesson Quizzes

There are additional quizzes for most learning modules that are not listed above. There is a Trivia quiz at the start of a learning module, which is used as an ice-breaker and pre-test. There is also a summative Final Quiz at the end of most learning modules. For the Final Quiz, students have only one chance to earn vaccines the first time they do it. For all other lesson quizzes, students can complete them multiple times to improve their quiz scores. The unique aspect about Kids Boost Immunity is that learning is linked to helping others. Students scoring 80% or higher on a quiz earn vaccines (like polio, tetanus, measles) through UNICEF.

Assessment option

To encourage students to take the time to learn the content before doing a quiz, teachers can use the number of times a student completes a quiz as part of their assessment. For example, a student scoring 80% or higher the first time they do a lesson quiz receives a higher grade than a student who does multiple quizzes in order to reach this higher level of achievement.