

KBI Curriculum Connections & Lesson Resources

Newfoundland and Labrador

Grade 9

Use Lessons & Accompanying Materials for:

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

KBI Learning Modules for Newfoundland and Labrador Grade 9 Curriculum

Curriculum Unit/Big Ideas/Outcomes/Competencies	KBI Learning Module(s)	KBI Lesson Titles & Curriculum Expectations	Accompanying Unit/Lesson Plans
SCIENCE			
Science Unit 3 – Electricity Social and Environmental Contexts of Science and Technology - analyse the design of a technology and the way it functions on the basis of identified criteria such as cost and impact on daily life and the community (113-5) - make informed decisions about applications of science and technology, taking into account environmental and social advantages and disadvantages (113-9) - propose a course of action that reduces the consumption of electrical energy (113-13) Analyzing and Interpreting - apply criteria for evaluating environmental problems associated with electrical energy production. Include (210-8) i) safety ii) cost of production iii) degree of environmental impact	Environment and Climate Change	01. Interdependent Systems: An Introduction to Natural Systems 02. What is Climate Change? (113-5, 113-9) 03. Our Environment and Air Quality (113-5, 113-9, 113-13, 210-8) 04. Our Environment and Water Access (113-5, 113-9, 210-8) 05. Our Environment and Biodiversity Canada (113-5, 113-9, 210-8) 06. Our Health And Climate Change (113-5, 113-9, 113-13)	Unit Plan Overview With links to lessons and the following resources - Literacy builder worksheet/answer guide - Lesson worksheet/answers - Video worksheet/answers - Inquiry activities/answer guides - Numeracy activity/answers
Science Unit 4 – Reproduction Knowledge 305-1 Recognize that the nucleus of a cell contains genetic information and determines cellular processes.	Diversity of Living Things	01. The Characteristics of Life (SCO 305-2) 02. Classification of Living Things	Unit Plan Overview With links to lessons and the following resources Literacy builder worksheet/answer guide

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305-2 Distinguish between sexual and asexual reproduction in representative organisms.		03. Prokaryotic vs Eukaryotic Cells (305-1)	- Lesson worksheet/answers - Inquiry activities/answer guides - Numeracy activity/answers
Social and Environmental Contexts of Science and Technology 113-5 analyse the design of a technology and the way it functions on the basis of identified criteria such as cost and impact on daily life and the community 113-9 make informed decisions about applications of science and technology, taking into account environmental and social advantages and disadvantages Nature of Science and Technology 110-9 compare examples of past and current technologies developed to meet a similar need.	The Immune System and How Vaccines Help Prevent Diseases	01. What is the Immune System? 02. The Immune System, Why Vaccines Help and How They Work (113-5, 113-9) 03. How Effective Are Vaccines? (113-5, 113-9) 04. Safety First! How Vaccines are Developed, Monitored, and Approved (113-5, 113-9) 05. Types of Vaccines (110-9, 113-5, 113-9) 06. New Diseases on Turtle Island (113-5, 113-9)	Unit Plan Overview With links to lessons and the following resources: - Literacy builder worksheet/answer guide - Lesson worksheet/answers - Creative/Inquiry activity/answer guide - Numeracy activity/answer guide
Nature of Science and Technology 110-3 Identify major shifts in scientific world views Relationships Between Science and Technology 111-1 Provide examples of scientific knowledge that	Scientific Curiosity and Vaccine Discoveries	The Wonder of Scientific Curiosity (111-1, 112-7, 112-10, 110-3) HPV Vaccine (111-1, 112-7)	Unit Plan Overview With links to lessons and the following resources: Literacy builder worksheets/answer guides

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have resulted in the development of technologies Social and Environmental Contexts of Science and Technology 112-7 provide examples of how science and technology affect their lives and their community. 113-9 make informed decisions about applications of science and technology, taking into account environmental and social advantages and disadvantages.		Measles (111-1, 112-7, 113-9) Hepatitis B Vaccine (111-1, 112-7) Varicella/Chickenpox Vaccine (111-1, 112-7) Tdap Vaccine (111-1, 112-7, 113-9) Meningococcal (Meningitis) Vaccine (111-1, 112-7) How To Handle Your Vaccines Like a Champ	Inquiry activities
	Antibiotics	01. The Surprise Guest (110-3, 111-1, 112-7, 113-9) 02. What Are Antibiotics and How Do They Work? (110-3, 111-1, 112-7) 03. Antibiotic Resistance (110-3, 111-1, 112-7) 04. Antibiotic Stewardship and Vaccines (110-3, 111-1,	Link To Lessons

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	Influenza	112-7) 05. The Good, the Bad, the Antibiotic (112-7, 113-9) 06. A Visit With Kokum (112-7, 113-9) Influenza (SCO 112-7) Why is There a Flu Season and why is it in Winter?	Link To Lesson
HEALTH			
Health Major Program Outcomes (MPO): - Each person has to some degree the responsibility and capability for wellness. - Personal safety and first aid involves choosing practices and learning skills, and making decisions that foster the well-being of self and others. Health – Skills: - Decision Making - Distinguishing Fact From Opinion - Effective Communication Skills - Critical and Creative Thinking	The Spread of Infectious Diseases	01. What Are Infectious Diseases and How Do They Spread? (Health MPO) 02. Outbreaks, Epidemics, and Pandemics (Health MPO) 03. How Do Pandemics Affect People? (Health MPO) 04. What Are Disease Variants? (Health MPO)	Link To Lessons

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		05. Online Misinformation: Fighting the Infodemic (Health Skills) 06. A Great Way to Prevent Infectious Disease is In Your Hands (Health MPO)	
	Canada's Interactions with the Global Community	01. World Health (Health Skills) 02. Reading a Map: Latitude and Longitude 03. Why Global Health Issues Require Cooperation (Health Skills) 04. Why Did the WHO Declare Vaccine Hesitancy a Top 10 Issue? (Health Skills) 05. Canada's Response to Vaccine Hesitancy at Home (Health Skills) 06. Canada's Response to Vaccine Hesitancy Abroad (Health Skills)	Unit Plan Overview With links to lessons and the following resources - Literacy builder worksheet/answer guide - Lesson worksheet/answers - Inquiry activities/answer guides

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		07. A Case Study: Preventing Cancer with a Vaccine- Canada vs Rwanda (Health Skills)	
SOCIAL STUDIES			
Social Studies GCO: Citizenship, Power, and Governance Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance. By the end of grade 9, students will be expected to: • explain the origins and continuing influence of the main principles of Canadian democracy • take age-appropriate actions to demonstrate their responsibilities as citizens Unit 2 – Geographic Influences on Identity: Place and People SCO 3.0 The student will be expected to demonstrate an understanding of the human geography of Canada SCO 4.0 The student will be expected to demonstrate an understanding of human migration and its impact on Canada since 1920 4.1 explain why people migrate and provide examples of push and pull factors 4.2 examine how immigration patterns have changed in Canada since the 1920's	● Refugee Experiences ● Life on Turtle Island	01. Refugees Around the World (SCO 4, 4.1, 4.2, 15,18) 02. Global Activists & NGOs (SCO 4.0, 4.1) 03. Refugees & Health (SCO 4.0, 4.1) 04. Challenges to Public Support (SCO 4.0, 4.1, 4.3, 13.3, 15, 16, 17, 18) 01. Guidelines for Using Respectful Language (SCO 3) 02. Viewing the World: Sky Woman's Story (SCO 3)	Unit Plan Overview With links to lessons and the following resources ● Literacy builder worksheet/answer guide ● Lesson worksheet/answers ● Video worksheet/answers ● Inquiry activities/answer guides Holistic Reflection Activity

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4.3 examine the debate that exists over new immigration policies. Unit Four – Historical Influences on Identity II: Part of the Global Community (1945 - Present) SCO 10 - The student will be expected to demonstrate an understanding of cultural and social change in Canada during the 1960s and 1970s SCO 11 - The student will be expected to demonstrate an understanding of the effect of globalization on Canada since 1980 11.1 explain the concept of globalization and its relationship to economic, political and social change 11.3 explain the causes and consequences of economic globalization Unit Five – Citizenship and Identity: What it Means to be Canadian SCO 10 The student will be expected to demonstrate an understanding of cultural and social change in Canada during the 1960s and 1970s SCO 11 The student will be expected to demonstrate an understanding of the effect of globalization on Canada since 1980 11.1 explain the concept of globalization and its relationship to economic, political and social change 11.3 explain the causes and consequences of economic globalization SCO 12 - The student will be expected to demonstrate an understanding of the significance of citizenship in the	● Canada's Three Levels of Government	03. The Diverse Communities of Turtle Island (SCO 3,18) 04. Interactions and Exchanges/ Trade and Treaties (SCO 3) 05. Colonialism and Control (SCO 3) 06. Impacts and Injustices of the Indian Act (SCO 3, 10) 07. Chief North Removes Indian Agent at Bunibonibee (SCO 3, 10) 01. Canada's Three Levels of Government (SCO 14.1) 02. The Municipal Government (SCO 14.1, 14.2) 03. The Provincial / Territorial Government (SCO 14.1, 14.2) 04. The Federal Government (SCO 14.1, 14.2)	Unit Plan Overview With links to lessons and the following resources ● Literacy builder worksheet/answer guide ● Lesson worksheet/answers ● Video worksheet/answers ● Inquiry activities/answer guides ● Numeracy activity/answers

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context of liberal democratic society 12.3 explain the rights and responsibilities of citizenship 12.4 illustrate the importance of active citizenship SCO 13 The student will be expected to demonstrate an understanding of an understanding of how citizenship has evolved over time 13.3 analyze the impact of contemporary global events on Canadian citizenship SCO 14 - The student will be expected to demonstrate an understanding of the structure and operation of government in Canada under a federal system 14.1 describe the organization of government in Canada at the federal, provincial and municipal levels 14.2 explain the purpose and responsibilities of the executive, legislative, and judicial branches of government Unit Six – Canada’s Changing Identity: Creating a Preferred Future SCO 15 The student will be expected to demonstrate an understanding of economic challenges and opportunities that may affect Canada’s future SCO 16 The student will be expected to demonstrate an understanding of political challenges and opportunities that may affect Canada’s future SCO 17 The student will be expected to demonstrate an understanding of social and	● Global Inequality	05. The Three Branches of Government - Vocabulary (SCO 14.1) 06. The Three Branches of Government (SCO 14.1, 14.2) 01.What is Global Inequality (SCO 11, 11.1, SCO 12, 12.3) 02.Inequality in Healthcare (SCO 12, 12.3) 03.Lack of Funding and Poverty (SCO 12, 12.3) 04.Misinformation and Polio (SCO 12, 12.3) 05.War and Violence (SCO 11, 11.1, 11.3, SCO 12, 12.3, 12.4) 06. Solving Inequalities in Childhood Immunization (SCO 11, 11.1, 11.3, SCO 12, 12.3, 12.4)	Link to Lessons

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cultural challenges and opportunities that may affect Canada's future Unit Seven Reflections on Canadian Identity: What it Means to be Canadian SCO 18 - The student will be expected to demonstrate their personal understanding of Canadian identity			
ENGLISH LANGUAGE ARTS (ELA)			
GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual text. • demonstrate an understanding that information texts are constructed for particular purposes 4.2 explain how authors use text features to create meaning and achieve different purposes 4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies. 5.2 use a variety of reliable information from various sources 5.3 compare information from a variety of sources GCO 6: Students will be expected to respond personally to a range of texts.	● Critical Thinking & Evaluating Information	01. The Power of a Story (ELA GCO 4,5,6,7,8, 9,10, 4.3, 5.2, 5.3, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.2, 9.1, 9.2, 10.2, 10.3) 02. How to Collect Trustworthy Information: The CRAAP Test (ELA GCO 4, 5, SCO 4.2, 4.3, 5.2, 5.3) 03. Primary & Secondary Sources (ELA GCO 4, 5, SCO 4.2, 4.3, 5.2, 5.3) 04. Lateral Reading (ELA GCO 4, 5, SCO 4.3, 5.2, 5.3) 05. Thinking Critically about Information: Beware of Bias	<u>Unit Plan Overview</u> ● Literacy builder worksheet/answer guide ● Lesson worksheet/answers ● Video worksheet/answers ● Inquiry activities/answer guides ● Numeracy activity/answers

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6.2 examine their personal points of view about issues, themes, and situations in texts, citing appropriate evidence from the text(s) GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre. 7.1 recognize that texts can be biased 7.2 evaluate a text's language, form and genre 7.3 analyze the tools authors use to achieve different purposes 7.4 evaluate how form, content and structure can contribute to meaning 7.5 demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts 7.6 evaluate the portrayal of culture and reality in texts GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations. 8.2 use writing and representing to extend GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes. 9.1 create a range of texts	Navigating the World of Online (Mis)Information	(ELA GCO 4, 5, 6, 7, 8, 9, SCO 4.2, 4.3, 5.2, 5.3, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.2, 9.1) 06. How to Test Ideas by Creating Experiments: The Scientific Method (ELA GCO 5, SCO 5.2, 5.3) 07. Thinking Critically about Experiments: Correlation vs Causation (ELA GCO 5, SCO 5.2, 5.3) 01. DHMO - The Silent Threat (ELA GCO 4, 6, SCO 4.2, 4.3, 6.2) 02. How Do We Know Things About the World? (ELA GCO 4, 5, 7, SCO 4.2, 4.3, 5.2, 5.3, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6) 03. Learn to Critically Ignore (ELA GCO 7, SCO 7.1, 7.2, 7.5, 7.6)	Unit Plan Overview Inquiry activities

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		04. Tactics that Make Information Feel True (ELA GCO 4, 5, 7; ELA SCO 4.2, 4.3, 5.3, 7.1, 7.2, 7.3) 05. Practice Identifying Features that Make Misinformation Feel Believable (ELA GCO 4, 7; ELA SCO 4.2, 4.3, 7.1, 7.2, 7.3) 06. Pay Attention to How the News Makes You Feel (ELA GCO 4, 7; ELA SCO 4.2, 4.3, 7.1, 7.2, 7.3)	

CURRICULUM RELATED THEMES THROUGHOUT THE YEAR

Reflecting on hardships and courage during WWII (November) Social Studies Unit Three – Historical Influences on Identity I: Significant Events (1920-1945) SCO 5.0 The student will be expected to demonstrate an understanding of economic, political and social change in Canada during the 1920s and 1930s	Remembrance Day / Veterans Day / Armistice Day (available on KBI in November)	01 Soldiers Not Only Fought the War, They Fought Diseases Too (SCO 5) 02 Why Were Soldiers in WW1 Vulnerable to the Influenza Pandemic? (SCO 5) 03 Charles “Charlie” Henry Byce, Canadian Indigenous WW2 Hero (SCO 6.0, 6.2, 6.3)	
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SCO 6.0 The student will be expected to demonstrate an understanding of Canada's participation in the Second World War 6.2 explain Canada's contribution to the Second World War 6.3 examine significant moral and ethical issues related to the Second World War		04 Blanche-Olive Lavallée: The Dangerous Work of Nurses in WWI (SCO 5)	
Reflecting on leadership and the skills needed to help make a difference for ourselves and others (December)	Christmas in No Man's Land - Reflecting on Kindness (available on KBI in December)	01. Christmas in No Man's Land - Reflecting on Kindness	Lesson Plan With a link to the lesson and the following resources: Inquiry/creative activities
Highlighting some key inspirational leaders during Black History Month as well as some experiences of refugees from different parts of the world (February) Science - Nature of Science and Technology 110-3 Identify major shifts in scientific world views Relationships Between Science and Technology 111-1 Provide examples of scientific knowledge that have resulted in the development of technologies Social and Environmental Contexts of Science and Technology 112-7 provide examples of how science and technology affect their lives and their community.	Black History Month (available on KBI in February)	01 What is Black History Month? 02 Anderson Ruffin Abbott - The First Black Canadian Doctor (112-10) 03 - Alice Ball: A New Treatment for Leprosy (110-3, 111-1, 112-7) 04 Percy Lavon Julian - Inventor Extraordinaire (111-1, 112-7)	

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112-10 provide examples of science and technology-based careers in their province or territory. 112-12 Provide examples of Canadian contributions to science and technology 113-9 make informed decisions about applications of science and technology, taking into account environmental and social advantages and disadvantages.		05 Henrietta Lacks: The First Immortal Cells (110-3, 111-1, 112-7, 113-9) 06 Kizzmekia Corbett: Creating a COVID-19 Vaccine (110-3, 111-1, 112-7, 113-9) 07 Tedros Adhanom Ghebreyesus - The First Black Director-General of the WHO (112-7)	
Celebrating inspiring women in STEM (March) Science Nature of Science and Technology 110-3 Identify major shifts in scientific world views Relationships Between Science and Technology 111-1 Provide examples of scientific knowledge that have resulted in the development of technologies Social and Environmental Contexts of Science and Technology 112-7 provide examples of how science and technology affect their lives and their community. 112-10 provide examples of science and technology-based careers in their province or territory.	International Women's Day - Celebrating Inspiring Women in STEM (available on KBI in March)	Young Women & The Fight Against Climate Change Anna Wessels Williams - A Pioneer in Treating Infectious Disease (110-3, 111-1, 112-7, 112-10, 112-12, 113-9) Suzanne Simard - A Canadian Forest Ecologist and Conservation Scientist (110-3, 111-1, 112-7, 112-10, 112-12, 113-9) Katherine Johnson - A Top Mathematician for NASA (110-3, 111-1, 112-7, 112-10, 113-9)	Unit Plan Overview With links to lessons and the following resources: - Literacy builder worksheets/answer guides - Numeracy activity - Inquiry activities

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112-12 Provide examples of Canadian contributions to science and technology 113-9 make informed decisions about applications of science and technology, taking into account environmental and social advantages and disadvantages.		Roberta Bondar - The First Canadian Woman Astronaut (110-3, 111-1, 112-7, 112-10, 112-12, 113-9) The Women Behind The Pertussis Vaccine: Pearl Kendrick, Grace Eldering, and Loney Clinton Gordon (110-3, 111-1, 112-7, 112-10, 113-9) Dr. Theresa Tam - Canada's Top Health Leader During the COVID-19 Pandemic (110-3, 111-1, 112-7, 112-10, 112-12, 113-9)	
Learning About Infectious Diseases During Immunization Awareness Week (April) Social and Environmental Contexts of Science and Technology 112-7 provide examples of how science and technology affect their lives and their community. 112-10 provide examples of science and technology-based careers in their province or territory. 113-9 make informed decisions about applications of science and technology, taking into account environmental and social advantages and	Immunization Awareness Week (available on KBI mid to end of April)	(Updated to be relevant every year) You asked - We Answered! KBI Q&A (112-7, 112-10, 113-9) The History of How Pandemics Have Changed How We Live The History of Pandemics: How Do They End?	

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disadvantages.		Letter of Thanks From UNICEF Canada To You!	

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

Additional lesson information and assessment suggestion

Lesson Quizzes

- To do quizzes, teachers have two options:
 - Make a class and complete the lesson quiz on behalf of a class after collecting responses from students. See [Kids OFFLINE Mode](#).
 - Make a class and give students the class code to join and complete online quizzes individually.
- There are additional quizzes for most learning modules that are not listed above.
 - There is an optional 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 (or teachers using Kids OFFLINE Mode) can complete them multiple times to improve their quiz scores. The unique aspect of 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.