

# KBI Curriculum Connections & Lesson Resources

## Manitoba

### Grade 8

Use Lessons & Accompanying Materials for:

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

## KBI Learning Modules for Manitoba Grade 8 Curriculum

Curriculum Unit/Big Ideas/Outcomes/Competencies	KBI Learning Module(s)	KBI Lesson Titles & Curriculum Expectations	Accompanying Unit/Lesson Plans
<b>SCIENCE</b>			
<b>Science- Cells &amp; Systems</b>  <i>8-1-01</i> Use appropriate vocabulary related to their investigations of cells and systems. <i>8-1-02</i> Identify characteristics of living things, and describe how different living things exhibit these characteristics <i>8-1-04</i> Identify major events and technological innovations that have enabled scientists to increase our understanding of cell biology <i>8-1-08</i> Differentiate between unicellular and multicellular organisms. <i>8-1-10</i> Describe structural and functional relationships among cells, tissues, organs, and systems. <i>8-1-14</i> Describe, using examples, how individual systems in the human body function interdependently. <i>8-1-16</i> Identify components of the primary and secondary defence systems of the human body, and describe their roles. <i>8-1-17</i> Identify medical advances that enhance the human body's defence mechanisms and describe their effects on society	<ul style="list-style-type: none"> <li>Diversity of Living Things</li> <li>The Immune System &amp; How Vaccines Help Prevent Diseases</li> </ul>	01. Characteristics of Life (Science 8-1-02, 8-1-01)  02. Classification of Living Things (Science 8-1-01)  03 - Prokaryotic vs Eukaryotic Cells (Science 8-1-01, 8-1-08)  01 - What is The Immune System? (Innate & Adaptive Systems) (Science 8-1-01, 8-1-10, 8-1-14, 8-1-16))  02 - The Immune System, Why Vaccines Help and How They Work (Science 8-1-01, 8-1-16, 8-1-17, 8-1-04)  03 - How Effective Are Vaccines? (Science 8-1-17)  04 - Safety First! How Vaccines Are Developed, Approved, and	<u><a href="#">Unit Plan Overview</a></u> <ul style="list-style-type: none"> <li>Literacy builder worksheet/answer guide</li> <li>Lesson worksheet/answers</li> </ul> <u><a href="#">Unit Plan Overview</a></u> <ul style="list-style-type: none"> <li>Literacy builder worksheet/answer guide</li> <li>Lesson worksheet/answers</li> <li>Video worksheet/answers</li> <li>Numeracy activity/answers</li> </ul>

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8-1-18 Research and describe disorders/diseases that affect body systems, and identify possible preventative measures.		<p>Monitored (8-1-01, 8-1-04, 8-1-17)</p> <p>05 - Types of Vaccines (Whole Virus, Protein Subunit, Genetic, Viral Vector) (8-1-01, 8-1-04, 8-1-17)</p>	

## ENGLISH LANGUAGE ARTS (ELA)

<p><b>General Outcome 1</b></p> <p>1.1.1 Express Ideas</p> <ul style="list-style-type: none"> <li>Explore diverse ideas to develop predictions, opinions, conclusions, and understanding.</li> </ul> <p>1.1.2 Consider Others' Ideas</p> <ul style="list-style-type: none"> <li>Integrate new understanding with previous viewpoints and interpretations.</li> </ul> <p>1.2.4 Extend Understanding</p> <ul style="list-style-type: none"> <li>Reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity.</li> </ul> <p><b>General Outcome 2</b></p> <p>2.1.2 Comprehension Strategies</p> <ul style="list-style-type: none"> <li>Use a variety of comprehension strategies [including adjusting reading</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Thinking &amp; Evaluating Information</b></li> </ul>	<p>01. The Power of a Story (ELA 1.1.1, 1.2.4)</p> <p>02. How to Collect Trustworthy Information: The CRAAP Test (ELA 1.2.4, 2.1.2, 3.2.2, 3.2.3, 3.3.3, )</p> <p>03. Primary &amp; Secondary Sources (ELA 3.2.2, 3.2.3)</p> <p>04. Lateral Reading (ELA 1.1.1, 1.1.2, 1.2.4, 2.1.2, 3.2.5)</p> <p>05. Thinking Critically about Information: Beware of Bias (ELA 1.2.4, 3.3.3, 5.1.3)</p>	<p><u><a href="#">Unit Plan Overview</a></u></p> <ul style="list-style-type: none"> <li>Literacy builder worksheet/answer guide</li> <li>Lesson worksheet/answers</li> <li>Video worksheet/answers</li> <li>Inquiry activities/answer guides</li> <li>Numeracy activity/answers</li> </ul>
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<p>rate, summarizing main ideas, SQ3R, structured overviews, and checking with peers] to make sense of familiar and unfamiliar texts and remember ideas.</p> <p>2.2.3 Appreciate the Artistry of Texts</p> <ul style="list-style-type: none"> <li>Identify and describe techniques used to create mood in oral, literary, and media texts.</li> </ul> <p>2.3.2 Techniques and Elements</p> <ul style="list-style-type: none"> <li>Identify a variety of techniques [such as characterization, word choice, framing, angle...] used to create particular effects or to portray various cultures in oral, literary, and media texts.</li> </ul> <p>2.3.4 Experiment with Language</p> <ul style="list-style-type: none"> <li>Identify creative uses of language in popular culture [such as commercials, advertisements, rock videos...]; explain how imagery and figures of speech create tone and mood in texts.</li> </ul> <p><b>General Outcome 3</b></p> <p>3.2.2 Identify Sources</p> <ul style="list-style-type: none"> <li>Distinguish between fact and opinion when inquiring or researching using a variety of information sources [such as artifacts, debates, forums, biographies, autobiographies...].</li> </ul> <p>3.2.3 Assess Sources</p>	<ul style="list-style-type: none"> <li>Navigating the World of Online (Mis)Information</li> </ul>	<p>06. How to Test Ideas by Creating Experiments: The Scientific Method (ELA 1.1.1)</p> <p>07. Thinking Critically about Experiments: Correlation Vs. Causation (ELA 1.1.1, 1.2.4)</p> <p>01. DHMO - The Silent Threat (ELA 1.1, 1.2.4)</p> <p>02. How Do We Know Things About the World? (ELA 1.1.1, 5.1.3, 3.2.5, 3.3.3)</p> <p>03. Learn to Critically Ignore (ELA 3.2.3)</p> <p>04. Tactics that Make Information Feel True (ELA 1.1.1, 1.2.4, 2.1.2, 2.2.3, 2.3.2, 2.3.4, 3.2.2, 3.2.3, 3.2.5, 3.3.3, 5.1.3)</p> <p>05. Practice Identifying Features that Make Misinformation Feel Believable (ELA 1.1.1, 1.2.4, 2.1.2, 2.2.3,</p>	<p><a href="#">Unit Plan Overview</a></p> <ul style="list-style-type: none"> <li>Inquiry activities</li> </ul>

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<ul style="list-style-type: none"> <li>Develop and use criteria for evaluating information sources for a particular inquiry or research plan.</li> </ul> <p>3.2.5 Make Sense of Information</p> <ul style="list-style-type: none"> <li>Construct meaning using direct statements, implied meaning, and inferences; adjust rate of reading or viewing according to purpose, topic, density of information, and organizational patterns of text.</li> </ul> <p>3.3.3 Evaluate Information</p> <ul style="list-style-type: none"> <li>Set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes.</li> </ul> <p><b>General Outcome 5</b></p> <p>5.1.3 Appreciate Diversity</p> <ul style="list-style-type: none"> <li>Interpret the choices and motives of individuals encountered in oral, literary and media texts and examine how they relate to self and others; discuss personal participation and responsibility in communities.</li> </ul>		<p>2.3.2, 2.3.4, 3.2.2, 3.2.3, 3.2.5, 3.3.3, 5.1.3)</p> <p>06. Pay Attention to How the News Makes You Feel(ELA 1.1.1, 1.2.4, 2.1.2, 2.2.3, 2.3.2, 2.3.4, 3.2.2, 3.2.3, 3.2.5, 3.3.3, 5.1.3)</p>	

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<b>Curriculum-Related Themes Throughout the Year</b>			
<b>Reflecting on hardships and courage during WWII (November)</b>	<ul style="list-style-type: none"> <li>Remembrance Day / Veterans Day / Armistice Day (available on KBI in November)</li> </ul>	<p>01 Soldiers Not Only Fought the War, They Fought Diseases Too</p> <p>02 Why Were Soldiers in WW1 Vulnerable to the Influenza Pandemic?</p> <p>03 Charles “Charlie” Henry Byce, Canadian Indigenous WW2 Hero</p> <p>04 - Blanche-Olive Lavallée: The Dangerous Work of Nurses in WWI</p>	<a href="#">Lesson Plan/Activity</a>
<b>Reflecting on leadership and the skills needed to help make a difference for ourselves and others (December)</b>	<ul style="list-style-type: none"> <li>Christmas in No Man’s Land - Reflecting on Kindness (available on KBI in December)</li> </ul>	Christmas in No Man’s Land - Reflecting on Kindness	<a href="#">Lesson Plan</a> With a link to the lesson and the following resources: <ul style="list-style-type: none"> <li>Inquiry/creative activities</li> </ul>
<b>Highlighting some key inspirational leaders during Black History Month as well as some experiences of refugees from different parts of the world (February)</b>	<ul style="list-style-type: none"> <li>Black History Month (available on KBI in February)</li> </ul>	<p>01 What is Black History Month?</p> <p>02 Anderson Ruffin Abbott - The First Black Canadian Doctor</p> <p>03 - Alice Ball: A New Treatment for Leprosy</p>	

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	<ul style="list-style-type: none"> <li>Refugee Experiences (suggested for February)</li> </ul>	<p>04 Percy Lavon Julian - Inventor Extraordinaire</p> <p>05 Henrietta Lacks: The First Immortal Cells</p> <p>06 Kizzmekia Corbett: Creating a COVID-19 Vaccine</p> <p>07 Tedros Adhanom Ghebreyesus - The First Black Director-General of the WHO</p> <p>01 Refugees Around The World</p> <p>02 Global Activists &amp; NGOs</p> <p>03 Refugees and Health</p> <p>04 Challenges To Public Support</p>	<p><a href="#">Unit Plan Overview</a> With links to lessons and the following resources:</p> <ul style="list-style-type: none"> <li>Lesson worksheet/answers</li> <li>Inquiry activities</li> </ul>
<b>Celebrating inspiring women in STEM (March)</b>	<ul style="list-style-type: none"> <li>International Women's Day - Celebrating Inspiring Women in STEM (available on KBI in March)</li> </ul>	<p>Young Women &amp; The Fight Against Climate Change</p> <p>Anna Wessels Williams - A Pioneer in Treating Infectious Disease</p>	<p><a href="#">Unit Plan Overview</a> With links to lessons and the following resources:</p> <ul style="list-style-type: none"> <li>Literacy builder worksheets/answer guides</li> <li>Numeracy activity</li> </ul>

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		<p>Suzanne Simard - A Canadian Forest Ecologist and Conservation Scientist</p> <p>Katherine Johnson - A Top Mathematician for NASA</p> <p>Roberta Bondar - The First Canadian Woman Astronaut</p> <p>The Women Behind The Pertussis Vaccine: Pearl Kendrick, Grace Eldering, and Loney Clinton Gordon</p> <p>Dr. Theresa Tam - Canada's Top Health Leader During the COVID-19 Pandemic</p>	<ul style="list-style-type: none"> <li>Inquiry activities</li> </ul>
<p><b>Understanding communicable diseases and how they are spread, and learning about immunization. Suggested during flu season, immunization awareness week, and school vaccinations (if applicable)</b></p>	<ul style="list-style-type: none"> <li>Immunization Awareness Week (available on KBI mid to end of April)</li> </ul>	<p>(Updated to be relevant every year)</p> <p>You asked - We Answered! KBI Q&amp;A</p> <p>The History of How Pandemics Have Changed How We Live</p> <p>The History of Pandemics: How Do They End?</p>	



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	<ul style="list-style-type: none"> <li>• The Spread of Infectious Diseases (suggested for April or “flu” season around November)</li> </ul>	<p>Letter of Thanks From UNICEF Canada To You!</p> <p>01. What Are Infectious Diseases and How Do They Spread?</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</p> <p>05. What Are Disease Variants?</p> <p>06. A Great Way to Prevent Infectious Diseases Is in Your Hands</p>	<p><a href="#">Link to Lessons</a></p>

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	<ul style="list-style-type: none"> <li>Scientific Curiosity and Vaccine Discoveries (suggested for April or “flu” season around November or school vaccinations if applicable)</li> </ul>	<p>The Wonder of Scientific Curiosity</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>	<a href="#">Link to Lessons</a>
Indigenous History on Turtle Island - pre-contact, contact, treaties, colonialism, The Indian Act (September and June)	<ul style="list-style-type: none"> <li>Indigenous History on Turtle Island (suggested for September prior to Truth and Reconciliation Day and/or June to celebrate National Indigenous History Month)</li> </ul>	<p>01. Guidelines For Using Respectful Language</p> <p>02. The Diverse Communities of Turtle Island</p> <p>03. Diverse Systems of Leadership and Governance</p> <p>04. Interactions &amp; Exchanges/ Trade &amp; Treaties</p>	<a href="#">Holistic Reflection Activity</a>

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		05. Colonialism & Control  06. Impacts & Injustices of the Indian Act  07. Chief North Removes Indian Agent at Bunibonibee	

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.