KBI Curriculum Connections & Lesson Resources

Nova Scotia

Grade 5

Use Lessons & Accompanying Materials for:

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

KIDS BOOST IMMUNITY™

KBI learning modules for Nova Scotia Grade 5 Curriculum			
Curriculum Unit/Big Ideas/Outcomes/Competencies	**KBI Learning Module(s)**	**KBI Lessons**	**Accompanying Unit/Lesson Plans**
English Language Arts 5 **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. ● 4.1 Use cueing systems to construe meaning ● 4.4 Explain how text structures convey meaning **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. ● 8.2 create texts that represent experiences, personality, and interests ○ Sort sensory details (5-E.1) ○ Put the sentences in order (5-O.1) **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. ● 10.1 create texts using the processes of writing and representing.	● All learning modules	Most lessons have interactive educational games to support comprehension. 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.	Click on Unit/Lesson Plan links below in this column to access all of the literacy building worksheets and answer guides. In addition, Unit/Lesson Plans include comprehension and critical/creative assignments and answer guides/marking rubrics.

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Critical Thinking **Science- Attitude: Scientific Discovery** *416* appreciate the importance of accuracy and honesty *417* demonstrate perseverance and a desire to understand Evident when students, for example: • listen to, recognize, and consider differing opinions • seek additional information before making a decision • base conclusions on evidence rather than preconceived ideas or hunches • report and record what is observed, not what they think ought to be or what they believe the teacher expects • willingly consider changing actions and opinions when presented with new information or evidence • record accurately what has been seen or measured when collecting evidence **ELA** *SCO 7.3* -respond critically to text • Identify instances of opinion, prejudice, bias and stereotyping in text *GCO 7*: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre. **Health- Sexual & Reproductive Health** Reliable Sexual Health Information • How would I know reliable information from unreliable information online about reproduction or puberty?	• Critical Thinking & Evaluating Information	01. The Power of the Story (ELA GCO 7) 02. How to Collect Trustworthy Information: The TRAAP Test (Science 416, 417; Health Sexual & Reproductive Health) 03. Primary & Secondary Sources (ELA GCO 7) 04. Thinking Critically About Information: Beware of Bias Part 1 (ELA SCO 7.3; Science 417; Health Sexual & Reproductive Health) 05. Thinking Critically About Information: Beware of Bias Part 2 (ELA SCO 7.3; Science 417; Health Sexual & Reproductive Health) 06. How to Test Ideas by Creating Experiments: The Scientific Method (Science 416, 417)	Unit Plan Overview • Literacy builder worksheet/answer guide • Lesson worksheet/answers • Video worksheet/answers • Inquiry activities/answer guides • Numeracy activity/answers

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• What makes information reliable or unreliable? • Why would there be unreliable information online? • How do I find culturally relevant sexual health information online?			
Our Roots **ELA** Word Awareness- inclusive language *GCO 3* – Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose. **Social Studies** Learners will investigate how we learn about the past, with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures. • *5.1.1* Develop an understanding of how we learn about the past Learners will investigate how environment influenced the development of an ancient society.	• Life on Turtle Island	01. Why Terms Matter (ELA Word Awareness, GCO 3) 02. The Story of Sky Woman (Social Studies 5.1.1) 03. From Time Immemorial (Social Studies 5.1.1, 5.2.1) 04. Diversity on Turtle Island (Social Studies 5.4.1) 05. The Clan System (Social Studies 5.4.2) 06. Ojibwe Clans (Social Studies 5.4.2)	Unit Plan Overview • Literacy builder worksheet/answer guide • Lesson worksheet/answers

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• *5.2.1* Explain how environment influenced the development of an ancient society Learners will investigate the diverse societies of First Nations and Inuit, in what later became Canada. • *5.4.1* Demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada Learners will investigate decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada. • *5.4.2* Examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada Learners will analyse interactions between British and French and First Nations and Inuit in what later became Atlantic Canada. • *5.5.1* Examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada	• Cooperation & Colonization	01. Contact with Europeans (Social Studies 5.5.1) 02. Treaties (Social Studies 5.5.1) 03. What is Colonization? (Social Studies 5.5.1) 04. The Indian Act (Social Studies 5.5.1)	Unit Plan Overview • Literacy builder worksheet/answer guide • Lesson worksheet/answers
SCIENCE 5 **Outcome: Learners will analyse how the body functions to meet its needs.**	• The Human Body -	★ See column 1 for curriculum link to lessons.	Unit Plan Overview With links to lessons and the following resources:

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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. **Outcome: Describe the major functions and structures of the respiratory, digestive, excretory, and circulatory systems. 302-5** **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. Students should investigate the structure and function of the circulatory system. Major organs include the heart and blood vessels (arteries, veins, capillaries and blood). Students should investigate the structure and function of the respiratory system. Major organs include the nose, trachea, lungs and diaphragm. **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)	Circulatory System • The Human Body - Respiratory System	01. What Are Human Body Systems? 02. Our Beating Heart 03. Our Amazing Red Blood 04. Ways To Keep Our Circulatory System Healthy 05. The Circulatory System & Amazing Scientific Discoveries 01. Taking A Breath 02. Parts of The Respiratory System 03. Our Amazing Lung Action 04. Keeping Our Respiratory System Healthy	• Literacy builder worksheets/answer guides • Lesson worksheets/answers • Inquiry activities/answer guides Unit Plan Overview With links to lessons and the following resources: • Literacy builder worksheet/answer guide • Lesson worksheet/answers • Inquiry activities/answer guides • Numeracy activity/answers

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	• The Human Body - Digestive System	05. The Respiratory System & Amazing Scientific Discoveries 01. Foods Our Body Needs 02. How Our Body Digests Food 03. Parts of the Digestive System 04. Keeping Our Digestive System Healthy 05. The Digestive System & Amazing Scientific Discoveries	Unit Plan Overview With links to lessons and the following resources: • Literacy builder worksheet/answer guide • Lesson worksheet/answers • Inquiry activities/answer guides • Numeracy activity/answers
	• The Human Body - Musculoskeletal System	Lessons coming 2026	

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Working Together **Science: Life Science- Healthy Body** Learners will analyse how the body functions to meet its needs. • Describe the body's defenses against infections and describe the role of the skin (302-7, 302-8) • Describe examples of medical techniques and technologies that have contributed to the knowledge of our body organisms, systems, and health issues (106-2, 106-4, 107-12, 107-14) **Health- Health Behaviours** Impacts on Communicable Disease Transmission • Why is it important to know the difference between viral and bacterial infections? • What are ways to help prevent the transmission of communicable diseases? • How can people take care of themselves, friends, or their family when experiencing impacts of communicable disease?	• Germs, The Body's Defense System, & How Vaccines Help	01. New Diseases on Turtle Island 02. What Are Germs? (Health Health Behaviours) 03. What Can Stop the Spread of Infections? (Health Health Behaviours) 04. What Is the Immune System? (Science 302-7, 302-8) 05. What Are Vaccines and How Do They Work? (Science 106-2, 106-4, 107-12, 107-14) 06. How Effective Are Vaccines? (Science 106-2, 106-4, 107-12, 107-14) 07. Safety First! How Vaccines Are Developed, Approved and Monitored (Science 106-2, 106-4, 107-12, 107-14)	Lesson Plan • Lesson worksheet/answers • Inquiry activities

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		08. Hummingbird's Vaccine	
Curriculum-Related Themes Throughout the Year			
Reflecting on hardships and courage during WWII (November)	• Remembrance Day / Veterans Day / Armistice Day (available on KBI in November)	01. War and Being Sick Was Hard For Soldiers (ELA; PHE C) 02. Why Did The Influenza Pandemic Make WW1 Soldiers Sick? 03. Charles "Charlie" Henry Byce, Canadian Indigenous WW2 Hero (ELA; CC; PHE) 04. Blanche-Olive Lavallée: A Canadian Nurse in WW1 (Science CC; PHE)	Lesson Plan/Activity
Reflecting on leadership qualities that foster kindness (December)	• Winter Break - Spreading Kindness (available on KBI in December)	01. Winter Break - Spreading Kindness (Core C, PHE)	Lesson Plan/Activities With links to lessons and the following resources: • Literacy builder worksheet/answer guide • Activity - Making A Difference

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			• Activity - Compare and Contrast special things at this time of year • Activity - Recipe book • Activity - Shape Poem
Highlighting some key inspirational leaders during Black History Month as well as some experiences of refugees from different parts of the world (February)	• Black History Month (available on KBI in February)	01. What is Black History Month? 02. Anderson Ruffin Abbott - The First Black Canadian Doctor 03. Alice Ball: A New Treatment for Leprosy 04. Percy Lavon Julian - Inventor Extraordinaire 05. Henrietta Lacks: The First Immortal Cells	
	• Refugee Experiences (suggested for February)	01. What does it mean to be a Refugee? 02. Refugee Camps 03. Refugee Rights	Unit Plan Overview With links to lessons and the following resources: • Lesson worksheet/answers • Inquiry activities

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		04. Refugee Rights and Healthcare	
Celebrating inspiring women in STEM (March)	• 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 Suzanne Simard - A Canadian Forest Scientist Katherine Johnson - A Top Mathematician for NASA Roberta Bondar - The First Canadian Woman Astronaut The Women Behind The Pertussis Vaccine: Pearl Kendrick, Grace Eldering, and Loney Clinton Gordon Dr Theresa Tam - Canada's top health leader during the COVID-19 pandemic	Unit Plan Overview With links to lessons and the following resources: • Literacy builder worksheets/ answer guides • Inquiry activities

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Caring for the environment (April)	• Environment and Climate Change (available on KBI in April for Earth Month)	01. What is Climate Change 02. Helping With The Problem of Climate Change 03. My Community and Climate Change 04. How Can Each Person Help? 05. Our Health and Climate Change 06. Positive Climate Stories About Making A Difference	Unit Plan Overview With links to lessons and the following resources: • Literacy builder worksheets/ answer guides • Lesson Worksheets/answers • Inquiry activities • Numeracy activity/answers
Understanding communicable diseases and how they are spread, and learning about immunization. Suggested during flu season, immunization awareness week, and school vaccinations (if applicable)	• Immunization Awareness Week (available on KBI mid to end of April)	(Updated to be relevant every year) You asked - We Answered! KBI Q&A The History of How Pandemics Have Changed How We Live Letter of Thanks From UNICEF Canada To You!	

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	• The Spread of Infectious Diseases (suggested for either April or winter flu season in November)	01. What Are Infectious Diseases and How Do They Spread? 02. What Are Outbreaks, Epidemics, and Pandemics? 03. How Do Pandemics Affect People? 04. Online Misinformation: Fighting the Infodemic 05. What Are Disease Variants? 06. A Great Way to Prevent Infectious Diseases Is in Your Hands	Link to Lessons
	• Scientific Curiosity and Vaccine Discoveries (suggested for April or "flu" season around November or	The Wonder of Scientific Curiosity HPV Vaccine Measles Hepatitis B Vaccine Varicella Chickenpox Vaccine	Link to Lessons

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	school vaccinations if applicable)	Tdap Vaccine Meningococcal (Meningitis) Vaccine How To Handle Your Vaccines Like a Champ	

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

Additional lesson information, assessment suggestion & planning support

Lesson Quizzes

- To do quizzes, **teachers have <u>two</u> options (see easy-to-use instructions):**
  - Make a class and complete the lesson quiz on behalf of a class after collecting responses from students.
  - 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.

Planning support

KBI's Planning Tool