

KBI Curricular Connections & Lesson Resources

Quebec

Cycle 2 (Grade 4)

Use Lessons & Accompanying Materials for:

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

KBI Learning Modules for Quebec Cycle 2 (Grade 4) Curriculum

Curricular Unit/Big Ideas/Outcomes/Competencies	KBI Learning Module(s)	KBI Lesson Titles & Curricular Expectations	Accompanying Unit/Lesson Plans
Start of the Year Building critical inquiry and reflective thinking Skills English Language Arts - Curricular Competency <i>To Read and Listen to Literary, Popular, and Information-Based Texts</i> Constructing Meaning: Apply reading strategies to understand texts. Response Process: Use a structured approach when engaging with literary, popular, and informational texts. Worldview Development: Build a personal perspective through reading and listening. Reader Profile: Develop a self-identity as a reader. Self-Evaluation: Assess personal reading progress. Science and Technology - Curricular Competency <i>To Propose Explanations for or Solutions to Scientific or Technological Problems</i> Problem Identification: Recognize or define problems.	Critical Thinking & Evaluating Information	01. The Power of the Story (ELA CC, Science & Technology CC) 02. How to Collect Trustworthy Information: The TRAAP Test Story (ELA CC, Science & Technology CC) 03. Primary and Secondary Sources Story (ELA CC, Science & Technology CC) 04. Thinking Critically About Information: Beware of Bias Part 1 Story (ELA CC, Science & Technology CC) 05. Thinking Critically About Information: Beware of Bias Part 2 Story (ELA CC, Science & Technology CC) 06. How to Test Ideas by Creating Experiments: The Scientific Method Story (ELA CC, Science & Technology CC)	<u>Unit Plan Overview</u> 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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2. Exploration Strategies: Use various methods to explore solutions. 3. Approach Assessment: Evaluate the effectiveness of the chosen approach.			
Indigenous history in Canada: pre-contact, contact, treaties, colonization, The Indian Act English Language Arts – Curricular Competency To Read and Listen to Literary, Popular, and Information-Based Texts Constructing Meaning: Apply reading strategies to understand texts. Response Process: Use a structured approach when engaging with literary, popular, and informational texts. Worldview Development: Build a personal perspective through reading and listening. Reader Profile: Develop a self-identity as a reader. Self-Evaluation: Assess personal reading progress. Social Sciences – Curricular Competency To Understand the Organization a Society in its Territory	- Life on Turtle Island - Cooperation and Colonization	01. Why Terms Matter (ELA CC, Social Sciences CC) 02. The Story of Sky Woman(ELA CC, Social Sciences CC) 03. From Time Immemorial (ELA CC, Social Sciences CC) 04. The Land and Its Peoples (ELA CC, Social Sciences CC) 05. Medicine from the Land (ELA CC, Social Sciences CC) 01. Contact with Europeans (ELA CC, Social Sciences CC) 02. Treaties (ELA CC, Social Sciences CC)	Unit Plan Overview With links to lessons and the following resources: - Literacy builder worksheet/answer guide - Lesson worksheet/answers Unit Plan Overview With links to lessons and the following resources: - Literacy builder worksheet/answer guide - Lesson worksheet/answers

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1. Continuity with Present: Connect past events with the present 2. Spatial and Temporal Context: Place society and its territory in space and time. 3. Society and Territory: Link societal characteristics with territorial organization. 4. Assets and Limitations: Relate territory's strengths and weaknesses to societal structure. 5. Influence of People/Events: Identify how people or events shaped social and territorial organization. <i>To Interpret Change in a Society and its Territory</i> 1. Spatial and Temporal Context: Place a society and its territory in space at two different times. 2. Recognize Changes: Identify key changes in society and territory organization. 3. Cause and Effect: Determine causes and effects of these changes. 4. Influence: Identify the impact of people or events on the changes. 5. Justification: Support interpretation of changes with reasoning. 6. Modern Traces: Recognize how these changes are reflected in today's society and territory.		03. What is Colonization? (ELA CC, Social Sciences CC) 04. The Indian Act (ELA CC, Social Sciences CC)	

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<i>To be Open to the Diversity of Societies and Their Territories</i> Spatial Context: Place societies and their territories in space. Compare: Identify key similarities and differences between societies and territories. Cause and Effect: Determine causes and effects of these differences. Evaluate: Assess the strengths and weaknesses of societies and territories. Justification: Defend your view on the diversity of societies and their territories.			
Curriculum-Related Themes Throughout the Year			
Reflecting on hardships and courage during WWII (November) English Language Arts – Curricular Competency <i>To Read and Listen to Literary, Popular, and Information-Based Texts</i> Constructing Meaning: Apply reading strategies to understand texts. Response Process: Use a structured approach when engaging with literary, popular, and informational texts. Worldview Development: Build a personal perspective through reading and listening.	Remembrance Day / Veterans Day / Armistice Day (available on KBI in November)	01. War and Being Sick Was Hard For Soldiers (ELA CC) 02. Why Did The Influenza Pandemic Make WW1 Soldiers Sick? (ELA CC) 03. Charles “Charlie” Henry Byce, Canadian Indigenous WW2 Hero (ELA CC) 04. Blanche-Olive Lavallée: A Canadian Nurse in WW1 (ELA CC)	Lesson Plan/Activity

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4. Reader Profile: Develop a self-identity as a reader. 5. Self-Evaluation: Assess personal reading progress. Social Sciences – Curricular Competency <i>To Understand the Organization a Society in its Territory</i> 1. Continuity with Present: Connect past events with the present. 2. Spatial and Temporal Context: Place society and its territory in space and time. 3. Society and Territory: Link societal characteristics with territorial organization. 4. Assets and Limitations: Relate territory's strengths and weaknesses to societal structure. 5. Influence of People/Events: Identify how people or events shaped social and territorial organization. <i>To Interpret Change in a Society and its Territory</i> 1. Spatial and Temporal Context: Place a society and its territory in space at two different times. 2. Recognize Changes: Identify key changes in society and territory organization. 3. Cause and Effect: Determine causes and effects of these changes.			

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4. Influence: Identify the impact of people or events on the changes. 5. Justification: Support interpretation of changes with reasoning. 6. Modern Traces: Recognize how these changes are reflected in today's society and territory. <i>To be Open to the Diversity of Societies and Their Territories</i> 1. Spatial Context: Place societies and their territories in space. 2. Compare: Identify key similarities and differences between societies and territories. 3. Cause and Effect: Determine causes and effects of these differences. 4. Evaluate: Assess the strengths and weaknesses of societies and territories. 5. Justification: Defend your view on the diversity of societies and their territories.			
Being kind and building leadership skills to help make a difference to others (December) English Language Arts – Curricular Competency To Read and Listen to Literary, Popular, and Information-Based Texts 1. Constructing Meaning: Apply reading strategies to understand texts.	Winter Break - Spreading Kindness (available on KBI in December)	01. Winter Break - Spreading Kindness (ELA CC, CCQ)	<u>Lesson Plan/Activities</u> With links to lessons and the following resources: - Literacy builder worksheet/answer guide - Activity - Making A Difference - Activity - Compare and Contrast special things at this time of year

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2. Response Process: Use a structured approach when engaging with literary, popular, and informational texts. 3. Worldview Development: Build a personal perspective through reading and listening. 4. Reader Profile: Develop a self-identity as a reader. 5. Self-Evaluation: Assess personal reading progress. Culture and Citizenship in Quebec Students cultivate diverse, positive relationships by being respectful and aware of others' needs and feelings. They communicate appropriately, adjust their behavior to nurture relationships, and apply strategies to develop and maintain these connections.			• 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) English Language Arts – Curricular Competency To Read and Listen to Literary, Popular, and Information-Based Texts 1. Constructing Meaning: Apply reading strategies to understand texts.	• Black History Month (available on KBI in February)	01. What is Black History Month? (ELA CC, Social Sciences CC, CCQ) 02. Anderson Ruffin Abbott - The First Black Canadian Doctor (ELA CC, Social Sciences CC, CCQ) 03. Alice Ball: A New Treatment for Leprosy (ELA CC, Social Sciences CC, CCQ)	

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Celebrating inspiring women in STEM (March) English Language Arts – Curricular Competency <i>To Read and Listen to Literary, Popular, and Information-Based Texts</i> 1. Constructing Meaning: Apply reading strategies to understand texts.	● International Women’s Day - Celebrating Inspiring Women in STEM (available on KBI in March)	Young Women & The Fight Against Climate Change (ELA CC, CCQ) Anna Wessels Williams - A Pioneer in Treating Infectious Disease (ELA CC, CCQ) Suzanne Simard - A Canadian Forest Scientist (ELA CC, CCQ)	Unit Plan Overview With links to lessons and the following resources: ● Literacy builder worksheets/answer guides ● Inquiry activities

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2. Response Process: Use a structured approach when engaging with literary, popular, and informational texts. 3. Worldview Development: Build a personal perspective through reading and listening. 4. Reader Profile: Develop a self-identity as a reader. 5. Self-Evaluation: Assess personal reading progress. Culture and Citizenship in Quebec Students embrace diversity, uphold human rights, and advocate for important issues. They engage ethically, use inclusive language, and foster positive communities. By promoting healthy relationships, they combat bullying, discrimination, and violence related to identity, ensuring everyone feels connected and valued.		Katherine Johnson - A Top Mathematician for NASA (ELA CC, CCQ) Roberta Bondar - The First Canadian Woman Astronaut (ELA CC, CCQ) The Women Behind The Pertussis Vaccine: Pearl Kendrick, Grace Eldering, and Loney Clinton Gordon (ELA CC, CCQ) Dr Theresa Tam - Canada's top health leader during the COVID-19 pandemic (ELA CC, CCQ)	
Caring for the environment Science & Technology – General Concept <i>The Earth and Space</i> "Earth and Space" covers the Earth's structure, the water cycle, weather and climate, the solar system, Earth's rotation and revolution, and natural resources, helping students understand the planet and its place in the solar system. Culture and Citizenship in Quebec	● Environment & Climate Change (suggested for April - Earth Month)	01. What Is Climate Change? (Science & Technology CC, CCQ) 02. Helping with the Problem of Climate Change (Science & Technology CC, CCQ)	Unit Plan Overview With links to lessons and the following resources: ● Literacy builder worksheets/answer guides ● Lesson worksheet/answers ● Video worksheet/answers ● Inquiry activities

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Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. They are aware of the impact of their decisions, actions, and footprint. They advocate for and act to bring about positive change.		03. My Community & Climate Change (Science & Technology CC, CCQ) 04. How Can Each Person Help? (Science & Technology CC, CCQ) 05. Our Health & Climate Change (Science & Technology CC, CCQ)	
Understanding communicable diseases and how they are spread, and learning about immunization. Suggested during flu season, immunization awareness week, and school vaccinations (if applicable) English Language Arts – Curricular Competency To Read and Listen to Literary, Popular, and Information-Based Texts Constructing Meaning: Apply reading strategies to understand texts. Response Process: Use a structured approach when engaging with literary, popular, and informational texts. Worldview Development: Build a personal perspective through reading and listening. Reader Profile: Develop a self-identity as a reader.	- Immunization Awareness Week (available on KBI mid to end of April) - The Spread of Infectious Diseases (suggested for either	(Updated to be relevant every year) You asked - We Answered! KBI Q&A (Science & Technology CC, CCQ) The History of How Pandemics Have Changed How We Live (Science & Technology CC, CCQ) Letter of Thanks From UNICEF Canada To You! (Science & Technology CC, CCQ) 01. What Are Infectious Diseases and How Do They Spread? (Science & Technology CC, CCQ)	Link to Lessons

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5. Self-Evaluation: Assess personal reading progress. Science & Technology - Curricular Competency To Propose Explanations for or Solutions to Scientific or Technological Problems Problem Identification: Recognize or define problems. Exploration Strategies: Use various methods to explore solutions. Approach Assessment: Evaluate the effectiveness of the chosen approach. To Make the Most of Scientific and Technological Tools, Objects and Procedures Familiarization: Understand the roles and functions of scientific and technological tools and methods. Application: Connect tools and techniques to their specific uses and contexts. Impact Evaluation: Assess the effects of different tools, instruments, or procedures. To Communicate in the Languages used in Science and Technology Familiarization: Learn everyday language used in science and technology. Language Use: Apply both everyday and symbolic language in these fields.	April or winter flu season in November) ● Scientific Curiosity and Vaccine Discoveries (suggested for April or “flu” season around November or school vaccinations if applicable)	02. What Are Outbreaks, Epidemics, and Pandemics? (Science & Technology CC, CCQ) 03. How Do Pandemics Affect People? (Science & Technology CC, CCQ) 04. Online Misinformation: Fighting the Infodemic (Science & Technology CC, CCQ) 05. What Are Disease Variants? (Science & Technology CC, CCQ) 06. A Great Way to Prevent Infectious Diseases Is in Your Hands (SC CC, CCQ) The Wonder of Scientific Curiosity (Science & Technology CC, CCQ) HPV Vaccine (Science & Technology CC, CCQ) Measles, The Comeback Kid! (Science & Technology CC, CCQ) Hepatitis B Vaccine (Science & Technology CC, CCQ)	Link to Lessons

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3. Effective Communication: Use language effectively to ask questions, express viewpoints, or give explanations.		Varicella Chickenpox Vaccine (Science & Technology CC, CCQ) Tdap Vaccine (Science & Technology CC, CCQ) Meningococcal (Meningitis) Vaccine (Science & Technology CC, CCQ) How To Handle Your Vaccines Like a Champ (Science & Technology CC, CCQ)	

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.