# KBI Curriculum Connections & Lesson Resources

## Manitoba

## Grade 5

Use Lessons & Accompanying Materials for:

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

KIDS BOOST IMMUNITY™

| KBI Learning Modules for Manitoba Grade 5 Curriculum | | | |
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| **Curriculum Unit/Big Ideas/Outcomes/Competencies** | **KBI Learning Module(s)** | **KBI Lesson Titles & Curriculum Expectations** | **Accompanying Unit/Lesson Plans** |
| **English Language Arts (ELA) 5**<br>**ELA 5** ***Global competencies in ELA***<br>• ***Critical Thinking***<br>• ***Citizenship***<br>• ***Connection to Self***<br>• ***Collaboration***<br>**Enduring Understandings**<br>Language and literacies:<br>• *are central to all learning*<br>• *are complex continuous and recursive*<br>• *develop differently for each individual*<br>• *learning and use are social*<br>• *demands are evolving*<br>• *experiences inform our sense of self*<br>• *are enacted through inextricably connected practices*<br>***ELA.5.A.2***<br>***Language as the foundation of Reading & Writing***<br>Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.<br>***ELA.5.A2.3***<br>**Phonics** *Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity* | • All learning modules | Lessons include audio so the lesson can be “read” to a class or individual students, a section at a time.<br><br>Lessons include interactive educational games to help students process concepts and build understanding.<br><br>On each lesson title, click on “View unit/lesson plans” to see all the links to the resources. Unit/Lesson plan(s) include adaptable language and 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. In addition, there are comprehension worksheets and inquiry activities that explore | Click on Unit/Lesson Plan links below in this column to access all of the literacy building worksheets and answer guides.<br><br>In addition, Unit/Lesson Plans include comprehension and critical/creative assignments and answer guides/marking rubrics. |

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| **NOTE: There are learning activities for most lessons that focus on critical/creative inquiry and these connect to a number of additional outcomes.**<br><br>**Science**<br>*Enduring Understanding*- Science is a collective endeavour<br>*Enduring Understanding*- Science is about explaining phenomena<br>*Enduring Understanding*- Science is interconnected with technology<br>*Enduring Understanding*- Science empowers human agency<br>*Enduring Understanding* -Science has complex implications<br>***SCI.5.B.1***- Develop a sense of agency, identity, and belonging in science by<br>• cultivating natural curiosity about the world<br>• acquiring scientific skills and fostering scientific attitudes<br>• building a personal connection to nature<br>• establishing links between science concepts and personal experience<br>• recognizing that everyone can contribute to science | | topics in relation to self and others. | |

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| *SCI.5.D.1*- Demonstrate the understanding that science attempts to develop explanations for phenomena in nature. | | | |
| **Critical Thinking**<br><br>**ELA**<br><br>*3.2.2 Identify Sources*<br>Answer inquiry or research questions using a variety of information sources (such as newspapers, series by the same name writer, scripts, diaries, elders, interviews, trips, oral traditions...).<br><br>*3.2.3 Assess Sources*<br>Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria.<br><br>**Science**<br>*SCI.5.B.1*- Develop a sense of agency, identity, and belonging in science by<br>• cultivating natural curiosity about the world<br>• acquiring scientific skills and fostering scientific attitudes<br>*SCI.5.D.7*- Demonstrate the understanding that technologies may have both beneficial and detrimental social and environmental consequences | • Critical Thinking & Evaluating Information | 01. The Power of the Story (Social Studies 5-S-304)<br><br>02. How to Collect Trustworthy Information: The TRAAP Test (ELA 3.2.2, Science 5-0-2a, Social Studies 5-S-306)<br><br>03. Primary & Secondary Sources (ELA 3.2.3, Social Studies 5-S-202)<br><br>04. Thinking Critically About Information: Beware of Bias Part 1 (Social Studies 5-S-105, 5-S-304)<br><br>05. Thinking Critically About Information: Beware of Bias Part 2 (Social Studies 5-S-105, 5-S-304) | Unit Plan Overview<br>• Literacy builder worksheet/answer guide<br>• Lesson worksheet/answers<br>• Video worksheet/answers<br>• Inquiry activities/answer guides<br>• Numeracy activity/answers |

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| **Social Studies**<br>*5-S-105* Recognize bias and discrimination and propose solutions.<br>*5-S-202* Distinguish between primary and secondary information sources for research.<br>*5-S-304* Distinguish fact from opinion and interpretation<br>*5-S-306* Assess the validity of information sources. Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability... | | 06. How to Test Ideas with Experiments: The Scientific Method (Science 5-01-b) | |
| **Beginnings**<br><br>**Social Studies- First Peoples**<br>*5-KI-004* Describe First Peoples' stories of their origins, as well as current theories of migration to the North American continent.<br>*5-VH-008* Value oral tradition as an important source of knowledge about First Peoples.<br>*5-KL-017* Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.<br>*5-KI-005* Describe characteristics of diverse First Peoples cultures before contact with Europeans.<br>*5-KP-046* Compare types of leadership in diverse First Peoples communities. Examples: hereditary right, matriarchy, democracy...<br>*5-KE-050* Describe various ways in which First Peoples communities interacted with each other. Examples: trade, cooperation, conflicts...<br>*5-VP-014* Value diverse approaches to leadership. | • Life on Turtle Island | 01. Why Terms Matter (ELA 2.3.2, 5.1.4, 5.2.3)<br><br>02. The Story of Sky Woman (ELA 2.2.1; Social Studies 5-KI-004, 5-VH-008)<br><br>03. From Time Immemorial (Social Studies 5-KL017, 5-KI-004)<br><br>04. Diversity on Turtle Island (Social Studies 5-KL-017, 5-KI-005, 5-KE-050) | Unit Plan Overview<br>• Literacy builder worksheet/answer guide<br>• Lesson worksheet/answers |

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| **Science**<br>*Enduring Understanding:* Science is a collective endeavour<br>**Science- Indigenous Peoples**<br>*SCI.5.A.1-* Demonstrate an understanding of different First Nations, Métis, and Inuit ways of knowing, being, and doing in relationship with the land and the natural world by exploring Indigenous methods of observing and interpreting the world, applying scientific principles, and creating technologies within local traditional and contemporary cultural contexts (e.g., wholistic, reciprocal, interconnected, and sustainable ways; land-based learning; outdoor learning; intersections with Western science).<br><br>**ELA**<br><br>*2.2.1 Experience Various Texts*<br><br>Experience texts from a variety of forms and genres [such as historical fiction, myths, biographies...] and cultural traditions; explain preferences for particular types of oral, literary, and media texts.<br><br>*2.3.2 Techniques and Elements*<br><br>Identify key elements [including plot, setting, and characterization] and techniques [such as colour, | | 05. The Clan System (Social Studies 5-VP-014, 5-KP-046)<br><br>06. Ojibwe Clans (Social Studies 5-VP-014, 5-KP-046) | |

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| music, speed...] in oral, literary, and media texts, and explore their impact.<br><br>*5.1.4 Celebrate Special Occasions*<br><br>Select and use language appropriate in tone and form to recognize and honour people and events.<br><br>*5.2.3 Use Language to Show Respect*<br><br>Demonstrate sensitivity to appropriate language use when communicating orally. | | | |
| **SCIENCE**<br>*Enduring Understanding*: Science is about explaining phenomena<br>*SCI.5.E.17*- Demonstrate the understanding that organ systems interact to maintain a healthy body.<br>• Examples: digestive system: obtaining energy; excretory system: removing wastes; circulatory system: transportation to and from cells | • The Human Body - Circulatory System | ★ See column 1 for curriculum link to lessons.<br><br>01. What Are Human Body Systems?<br><br>02. Our Beating Heart<br><br>03. Our Amazing Red Blood<br><br>04. Ways To Keep Our Circulatory System Healthy<br><br>05. The Circulatory System & Amazing Scientific Discoveries | Unit Plan Overview<br>With links to lessons and the following resources:<br>• Literacy builder worksheets/answer guides<br>• Lesson worksheets/answers<br>• Inquiry activities/answer guides |

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

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| | • The Human Body - Musco-skeletal System | 05. The Digestive System & Amazing Scientific Discoveries<br><br>Lessons coming 2026 | |
| **Hidden Worlds**<br><br>**Science**<br>*Enduring Understanding- Science is about explaining phenomena*<br>*Enduring Understanding - Science is a collective endeavour*<br>*Enduring Understanding -Science is interconnected with technology*<br>*Enduring Understanding -Science empowers human agency*<br>*Enduring Understanding - Science has complex implications*<br><br>*SCI.5.D.1-* Demonstrate the understanding that science attempts to develop explanations for phenomena in nature. | • Germs, The Body's Defense System, & How Vaccines Help | 01. New Diseases on Turtle Island<br><br>02. What Are Germs? (Science 5-1-09)<br><br>03. What Can Stop the Spread of Infections? (Science 5-1-13)<br><br>04. What Is the Immune System? (Science 5-1-09)<br><br>05. What Are Vaccines and How Do They Work? (Science 5-1-13, 5-1-15)<br><br>06. How Effective Are Vaccines? (Science 5-1-13, 5-1-15)<br><br>07. Safety First! How Vaccines Are Developed, Approved and | Lesson Plan<br>• Lesson worksheet/answers<br>• Inquiry activities/answer guides |

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| | | Monitored (Science 5-1-13, 5-1-15)<br><br>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<br><br>02. Why Did The Influenza Pandemic Make WW1 Soldiers Sick?<br><br>03. Charles "Charlie" Henry Byce, Canadian Indigenous WW2 Hero<br><br>04. Blanche-Olive Lavallée: A Canadian Nurse in WW1 | Lesson Plan/Activity |
| **Reflecting on kindness and building leadership skills to help others (December)** | • Winter Break - Spreading Kindness (available on KBI in December) | 01. Winter Break - Spreading Kindness | Lesson Plan/Activities<br>With links to lessons and the following resources:<br>• Literacy builder worksheet/answer guide<br>• Activity - Making A Difference |

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| | | | • Activity - Compare and Contrast special things at this time of year<br>• Activity - Recipe book<br>• 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)**<br><br>**Science**<br>*Enduring Understanding*- Science is a collective endeavour<br>*Enduring Understanding*- Science is about explaining phenomena<br>*Enduring Understanding*- Science is interconnected with technology<br>*Enduring Understanding*- Science empowers human agency<br>*Enduring Understanding* -Science has complex implications<br>*SCI.5.B.1*- Develop a sense of agency, identity, and belonging in science by<br>• cultivating natural curiosity about the world<br>• recognizing that everyone can contribute to science<br>*SCI.5.C.1*- Demonstrate an awareness of the dynamic interplay between science, technology, society, and the environment (STSE), thereby being empowered to critically evaluate the impacts of | • Black History Month (available on KBI in February)<br><br>• Refugee Experiences (suggested for February) | 01. What is Black History Month?<br><br>02. Anderson Ruffin Abbott - The First Black Canadian Doctor<br><br>03. Alice Ball: A New Treatment for Leprosy<br><br>04. Percy La von Julian - Inventor Extraordinaire<br><br>05. Henrietta Lacks: The First Immortal Cells<br><br>01. What does it mean to be a Refugee?<br><br>02. Refugee Camps<br><br>03. Refugee Rights | Unit Plan Overview<br>With links to lessons and the following resources:<br>• Lesson worksheet/answers<br>• Inquiry activities |

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| scientific and technological advancements on individuals, communities, and ecosystems, and to make informed decisions for a sustainable future<br>*SCI.5.D.7- Demonstrate the understanding that technologies may have both beneficial and detrimental social and environmental consequences* | | 04. Refugee Rights and Healthcare | |
| **Celebrating inspiring women in STEM (March)**<br><br>**Science**<br>*Enduring Understanding*- Science is a collective endeavour<br>*Enduring Understanding*- Science is about explaining phenomena<br>*Enduring Understanding*- Science is interconnected with technology<br>*Enduring Understanding*- Science empowers human agency<br>*Enduring Understanding* -Science has complex implications<br>*SCI.5.B.1*- Develop a sense of agency, identity, and belonging in science by<br>• cultivating natural curiosity about the world<br>• recognizing that everyone can contribute to science<br>*SCI.5.C.1*- Demonstrate an awareness of the dynamic interplay between science, technology, society, and the environment (STSE), thereby being empowered to critically evaluate the impacts of | • International Women's Day - Celebrating Inspiring Women in STEM (available on KBI in March) | Young Women & The Fight Against Climate Change<br><br>Anna Wessels Williams - A Pioneer in Treating Infectious Disease<br><br>Suzanne Simard - A Canadian Forest Scientist<br><br>Katherine Johnson - A Top Mathematician for NASA<br><br>Roberta Bondar - The First Canadian Woman Astronaut<br><br>The Women Behind The Pertussis Vaccine: Pearl Kendrick, Grace Eldering, and Loney Clinton Gordon<br><br>Dr Theresa Tam - Canada's top health leader during the COVID-19 pandemic | Unit Plan Overview<br>With links to lessons and the following resources:<br>• Literacy builder worksheets/answer guides<br>• Inquiry activities |

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| scientific and technological advancements on individuals, communities, and ecosystems, and to make informed decisions for a sustainable future.<br>*SCI.5.D.7- Demonstrate the understanding that technologies may have both beneficial and detrimental social and environmental consequences* | | | |
| **Caring for the environment**<br><br>**Science**<br>*Enduring Understanding*- Science is a collective endeavour<br>*Enduring Understanding*- Science is about explaining phenomena<br>*Enduring Understanding*- Science is interconnected with technology<br>*Enduring Understanding*- Science empowers human agency<br>*Enduring Understanding* -Science has complex implications<br>*SCI.5.B.1*- Develop a sense of agency, identity, and belonging in science by<br>• cultivating natural curiosity about the world<br>• acquiring scientific skills and fostering scientific attitudes<br>• building a personal connection to nature<br>• establishing links between science concepts and personal experience<br>• recognizing that everyone can contribute to science | • Environment & Climate Change (suggested for Earth Month in April) | 01. What Is Climate Change?<br><br>02. Helping with the Problem of Climate Change<br><br>03. My Community & Climate<br><br>04. How Can Each Person Help?<br><br>05. Our Health & Climate Change<br><br>06. Positive Climate Stories About Making A Difference | Unit Plan Overview<br>• Literacy builder worksheet/answer guide<br>• Lesson worksheet/answers<br>• Video worksheet/answers<br>• Inquiry activities/answer guides<br>• Numeracy activity/answers |

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| *SCI.5.C.1*- Demonstrate an awareness of the dynamic interplay between science, technology, society, and the environment (STSE), thereby being empowered to critically evaluate the impacts of scientific and technological advancements on individuals, communities, and ecosystems, and to make informed decisions for a sustainable future.<br>*SCI.5.D.6*- Demonstrate the understanding that when solving problems, there may be many possible solutions, each with associated implications, requiring both critical and creative thinking in choosing the best solution.<br>*SCI.5.D.7*- Demonstrate the understanding that technologies may have both beneficial and detrimental social and environmental consequences<br>*SCI.5.E.12*- Demonstrate an understanding of climate as the long-term weather patterns in a region.<br>• Include the following: aspects of various climates, natural and human processes affecting climate change. | | | |
| **Understanding communicable diseases and how they are spread, and learning about immunization. Suggested during flu season, immunization awareness week, and school vaccinations (if applicable)**<br><br>**Science**<br>*Enduring Understanding:* Science empowers human agency | • Immunization Awareness Week (available on KBI mid to end of April) | (Updated to be relevant every year)<br><br>You asked - We Answered! KBI Q&A<br><br>The History of How Pandemics Have Changed How We Live | |

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| *Enduring Understanding:* Science is about explaining natural phenomena<br>*Enduring Understanding*- Science is a collective endeavour<br>***SCI.5.B.1***- Develop a sense of agency, identity, and belonging in science by<br>• cultivating natural curiosity about the world<br>• acquiring scientific skills and fostering scientific attitudes<br>• establishing links between science concepts and personal experience<br>• recognizing that everyone can contribute to science<br>*SCI.5.C.1*- Demonstrate an awareness of the dynamic interplay between science, technology, society, and the environment (STSE), thereby being empowered to critically evaluate the impacts of scientific and technological advancements on individuals, communities, and ecosystems, and to make informed decisions for a sustainable future. | • The Spread of Infectious Diseases (suggested for April or “flu” season around November) | Letter of Thanks From UNICEF Canada To You!<br><br>Interactive activity to teach about UNICEF and where vaccines are made and distributed<br><br>01. What Are Infectious Diseases and How Do They Spread?<br><br>02. What Are Outbreaks, Epidemics, and Pandemics?<br><br>03. How Do Pandemics Affect People?<br><br>04. Online Misinformation: Fighting the Infodemic<br><br>05. What Are Disease Variants? | Link to Lessons |

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| | • Scientific Curiosity and Vaccine Discoveries (suggested for April or "flu" season around November or school vaccinations if applicable) | 06. A Great Way to Prevent Infectious Diseases Is in Your Hands<br><br>The Wonder of Scientific Curiosity<br><br>HPV Vaccine<br><br>Measles<br><br>Hepatitis B Vaccine<br><br>Varicella Chickenpox Vaccine<br><br>Tdap Vaccine<br><br>Meningococcal (Meningitis) Vaccine<br><br>How To Handle Your Vaccines Like a Champ | Link to Lessons |
| **Indigenous history in Canada - pre-contact, contact, treaties, colonialism, and The Indian Act** | • Life on Turtle Island (suggested for June | 01. Why Terms Matter (Social Studies 4.3.1, 4.S.8) | Unit Plan Overview<br>• Literacy builder worksheet/answer guide<br>• Lesson worksheet/answers |

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| **Science**<br>*SCI.5.A.1*- Demonstrate an understanding of different First Nations, Métis, and Inuit ways of knowing, being, and doing in relationship with the land and the natural world by exploring Indigenous methods of observing and interpreting the world, applying scientific principles, and creating technologies within local traditional and contemporary cultural contexts (e.g., wholistic, reciprocal, interconnected, and sustainable ways; land-based learning; outdoor learning; intersections with Western science).<br>*SCI.5.B.1*- Develop a sense of agency, identity, and belonging in science by<br>• cultivating natural curiosity about the world<br>• recognizing that everyone can contribute to science | National Indigenous History Month)<br><br>• Cooperation and Colonization | 02. The Story of Sky Woman (ELA 2.2, 2.4; Social Studies 4.2.2)<br><br>03. From Time Immemorial (Social Studies 4.S.2, 4.3.1, 4.2.2)<br><br>04. Diversity on Turtle Island (Social Studies 4.3.1, 4.2.2)<br><br>05. The Clan System (Social Studies 4.3.1)<br><br>06. Ojibwe Clans (Social Studies 4.3.1)<br><br>01. Contact with Europeans (Social Studies 4.S.2)<br><br>02. Treaties (Social Studies 4.3.3, 4.S.2)<br><br>03. What is Colonization? (Social Studies 4.3.3, 4.S.2) | • Video worksheet/answer guide<br><br>Unit Plan Overview<br>• Literacy builder worksheet/answer guide<br>• Lesson worksheet/answers |

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| | | 04. The Indian Act (Social Studies 4.3.3, 4.S.2) | |

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