KBI Curricular Connections & Lesson Resources

Quebec

Cycle 3 (Grade 6)

Use Lessons & Accompanying Materials for:

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

KIDS BOOST IMMUNITY™

KBI Learning Modules for Quebec Cycle 3 (Grade 6) Curriculum			
Curricular Unit/Big Ideas/Outcomes/Competencies	**KBI Learning Module(s)**	**KBI Lesson Titles & Curricular Expectations**	**Accompanying Unit/Lesson Plans**
ENGLISH LANGUAGE	• All learning modules	Lessons include audio so the lesson can be “read” to a class or individual students, a section at a time. Lessons include interactive educational games to help students process concepts and build understanding. Lessons have a link to unit/lesson plans on each lesson title. These 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 topics in relation to self and others.	Click on Unit/Lesson Plan links below in this column to access all of the reading/ literacy building worksheets and answer guides. In addition, Unit/Lesson Plans include comprehension and critical/creative assignments and answer guides/marking rubrics.
Start of Year	• Critical Thinking & Evaluating Information	01. The Power of the Story (ELA CC, Social Sciences CC, Science & Technology CC)	Unit Plan Overview With links to lessons and the following resources:

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Building critical inquiry and reflective thinking skills **English Language Arts - Curriculum Competency** ***To Read and Listen to Literary, Popular, and Information-Based Texts*** 1. **Constructing Meaning**: Apply reading strategies to understand texts. 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. ***To Represent her/his Literacy in Different Media*** 1. **Constructing Meaning**: Use strategies to understand media texts. 2. **Response Process**: Follow a process to respond to media. 3. **Worldview Development:** Form a personal perspective through media. 4. **Media Production**: Use a structured process to communicate effectively with a target audience.		02. How to Collect Trustworthy Information: The TRAAP Test (ELA CC, Social Sciences CC, Science & Technology CC) 03. Primary and Secondary Sources (ELA CC, Social Sciences CC, Science & Technology CC) 04. Use Lateral Reading to SIFT Through Misinformation (ELA CC, Social Sciences CC, Science & Technology CC) 05. Thinking Critically About Information: Beware of Bias Part 1 (ELA CC, Social Sciences CC, Science & Technology CC) 06. Thinking Critically About Information: Beware of Bias Part 2 (ELA CC, Social Sciences CC, Science & Technology CC) 07. How to Test Ideas by Creating Experiments: The Scientific Method (ELA CC, Social Sciences CC, Science & Technology CC)	• Literacy builder worksheet/answer guide • Lesson worksheet/answers • Video worksheet/answers • Inquiry activities/answer guides • Numeracy activity/answers

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5. **Self-Evaluation**: Assess personal growth as a viewer and producer of media. ***To Use Language to Communicate and Learn*** 1. **Communication**: Use language to share information, experiences, and viewpoints. 2. **Learning and Thinking**: Use language for educational and cognitive purposes. 3. **Linguistic Knowledge**: Apply understanding of language structures and features. 4. **Group Interaction**: Participate in collaborative activities in various roles. 5. **Self-Evaluation**: Assess personal language development. **Science and Technology - Curricular Competency** ***To Propose Explanations for or Solutions to Scientific or Technological Problems*** 1. **Problem Identification**: Recognize or define problems. 2. **Exploration Strategies**: Use various methods to explore solutions. 3. **Approach Assessment**: Evaluate the effectiveness of the chosen approach. **Social Studies - Curricular Competency**	• Navigating the World of Online (Mis)Information	01. DMHO: A Deadly Substance (ELA CC, Social Sciences CC, Science & Technology CC) 02. How Do We Know Things About the World? (ELA CC, Social Sciences CC, Science & Technology CC) 03. How Misinformation Can Feel True (ELA CC, Social Sciences CC, Science & Technology CC)	Unit Plan Overview With links to lessons and the following resources: • Literacy builder worksheet/answer guide • Inquiry activities

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To be Open to the Diversity of Societies and Their Territories 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.			
Understanding aspects around global inequality **Social Sciences – Curricular Competency** ***To Interpret Change in a Society and its Territory*** 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.	• Global Inequality	01. What is Global Inequality? (Social Sciences CC, CCQ) 02. Inequality & Healthcare (Social Sciences CC, CCQ) 03. Lack of Funding & Poverty (Social Sciences CC, CCQ) 04. Misinformation & Polio (Social Sciences CC, CCQ) 05. War & Violence (Social Sciences CC, CCQ)	Unit Plan Overview With links to lessons and the following resources: • Literacy builder worksheet/answer guide • Lesson worksheet/answers • Video worksheet/answers

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6. **Modern Traces**: Recognize how these changes are reflected in today's society and territory. **Culture and Citizenship in Quebec** Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases		06. Solving Inequalities Childhood Immunizations (Social Sciences CC, CCQ)	
Understanding germs, the body's defence system, and how vaccines can help prevent illness; includes an Indigenous story **Science and Technology - Curricular Competency** ***To Propose Explanations for or Solutions to Scientific or Technological Problems*** 1. **Problem Identification**: Recognize or define problems. 2. **Exploration Strategies**: Use various methods to explore solutions. 3. **Approach Assessment**: Evaluate the effectiveness of the chosen approach. ***To Make the Most of Scientific and Technological Tools, Objects and Procedures*** 1. **Familiarization**: Understand the roles and functions of scientific and technological tools and methods. 2. **Application**: Connect tools and techniques to their specific uses and contexts.	• Germs, The Body's Defense System & How Vaccines Help	01. New Diseases on Turtle Island (Science & Technology CC, CCQ) 02. What Are Germs? (SC CC, CCQ) 03. What Can Stop The Spread of Infections Science & Technology CC, CCQ) 04. What is The Immune System? (Science & Technology CC, CCQ) 05. What Are Vaccines and How Do They Work? (Science & Technology CC, CCQ) 06. How Effective Are Vaccines? (Science & Technology CC, CCQ) 07. Safety First! How Vaccines Are Developed, Approved and Monitored (Science & Technology CC, CCQ)	Lesson Plan • Lesson worksheet/answers • Inquiry activities

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3. **Impact Evaluation**: Assess the effects of different tools, instruments, or procedures. ***To Communicate in the Languages used in Science and Technology*** 1. **Familiarization**: Learn everyday language used in science and technology. 2. **Language Use**: Apply both everyday and symbolic language in these fields. 3. **Effective Communication**: Use language effectively to ask questions, express viewpoints, or give explanations. **Culture and Citizenship in Quebec** Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases. Sources of health information.		08. Hummingbird's Vaccine (Science & Technology CC, CCQ)	
Levels of Canadian government & Canada's interactions globally **Social Sciences - Curricular Competency** ***To Understand the Organization a Society in its Territory*** 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.	• Canada's Three Levels of Government	01 Canada's Government (Social Sciences CC, CCQ) 02 Municipal Government (Social Sciences CC, CCQ) 03 Provincial Government (Social Sciences CC, CCQ) 04 Federal Government (Social Sciences CC, CCQ)	Unit Plan Overview With links to lessons and the following resources: • Literacy builder worksheet/answer guide • Lesson worksheet/answers • Video worksheet/answers • Numeracy activity • Inquiry activities

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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. ***To Interpret Change in a Society and its Territory*** 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. ***To be Open to the Diversity of Societies and Their Territories*** 1. **Spatial Context**: Place societies and their territories in space. 2. **Compare**: Identify key similarities and differences between societies and territories.	• Canada's Interactions with the Global Community	05 Government and Your Health (Social Sciences CC, CCQ) 01 World Health (Social Sciences CC, CCQ) 02 Reading a Map: Latitude and Longitude (Social Sciences CC, CCQ) 03 Why Global Health Issues Require Cooperation(Social Sciences CC, CCQ) 04 Why Did the WHO Name Vaccine Hesitancy a Top 10 Issue? (Social Sciences CC, CCQ) 05 Canada's Response to Vaccine Hesitancy at Home (Social Sciences CC, CCQ) 06 Canada's Response to Vaccine Hesitancy Abroad (Social Sciences CC, CCQ) 07 Case Study: Preventing Cancer with a Vaccine – Canada vs Rwanda (Social Sciences CC, CCQ)	Unit Plan Overview With links to lessons and the following resources: • Literacy builder worksheet/answer guide • Lesson worksheet/answers • Video worksheet/answers • Numeracy activity • Inquiry activities

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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. **Culture and Citizenship in Quebec** Learning about similarities and differences in individuals and groups influences community health			
Social and Emotional Learning **Culture and Citizenship in Quebec** People who are socially aware and responsible contribute to the well-being of their social and physical environments	• Social and Emotional Learning	01. Taking a Break is Important Too! (CCQ)	Link to Lesson
Curriculum-Related Themes Throughout the Year			
Supporting students during school vaccination **Science and Technology - Curricular Competency** ***To Propose Explanations for or Solutions to Scientific or Technological Problems*** 1. **Problem Identification**: Recognize or define problems. 2. **Exploration Strategies**: Use various methods to explore solutions.	• How To Handle Your Vaccines Like a Champ (use a week or two prior to school vaccination day)	How To Handle Your Vaccines Like a Champ (Science & Technology CC, CCQ)	Lesson Plan

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3. **Approach Assessment**: Evaluate the effectiveness of the chosen approach. **Social Sciences - Curricular Competency** ***To Interpret Change in a Society and its Territory*** 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. **Culture and Citizenship in Quebec** Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases.			
Reflecting on hardships and courage during WWII (November) **English Language Arts – Curricular Competency**	• Remembrance Day / Veterans Day / Armistice Day (available on KBI in November)	01 Soldiers Not Only Fought the War, They Fought Diseases Too (ELA CC, Social Sciences CC, CCQ)	Lesson Plan/Activity

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To Read and Listen to Literary, Popular, and Information-Based Texts 1. **Constructing Meaning**: Apply reading strategies to understand texts. 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. **Social Sciences – Curricular Competency** ***To Understand the Organization a Society in its Territory*** 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.		02 Why Were Soldiers in WW1 Vulnerable to the Influenza Pandemic? (ELA CC, Social Sciences CC, CCQ) 03 Charles “Charlie” Henry Byce, Canadian Indigenous WW2 Hero (ELA CC, Social Sciences CC, CCQ) 04 - Blanche-Olive Lavallée: The Dangerous Work of Nurses in WWI (ELA CC, Social Sciences CC, CCQ)	

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To Interpret Change in a Society and its Territory 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. ***To be Open to the Diversity of Societies and Their Territories*** 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. **Culture and Citizenship in Quebec** We experience many changes in our lives that influence how we see ourselves and others.			

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Being kind and building leadership skills to help make a difference to others (December) **Culture and Citizenship in Quebec** People who are socially aware and responsible contribute to the well-being of their social and physical environments. We experience many changes in our lives that influence how we see ourselves and others.	• Winter Break - A Time To Reflect on Making a Difference (available on KBI in December)	01. Winter Break - A Time To Reflect on Making a Difference (CCQ)	Lesson Plan • Literacy builder worksheet/answer guide • 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) **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. 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.	• 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, SS CC, CCQ) 04 Percy Lavon Julian - Inventor Extraordinaire (ELA CC, Social Sciences CC, CCQ) 05 Henrietta Lacks: The First Immortal Cells (ELA CC, Social Sciences CC, CCQ)	

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5. **Self-Evaluation**: Assess personal reading progress. **Social Sciences - Curricular Competency** ***To Understand the Organization a Society in its Territory*** 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. ***To Interpret Change in a Society and its Territory*** 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.	• Refugee Experiences (suggested for February)	06 Kizzmekia Corbett: Creating a COVID-19 Vaccine (ELA CC, Social Sciences CC, CCQ) 07 Tedros Adhanom Ghebreyesus - The First Black Director-General of the WHO (ELA CC, Social Sciences CC, CCQ) 01 What Does It Mean To Be A Refugee? (ELA CC, Social Sciences CC, CCQ) 02 Refugee Camps (ELA CC, Social Sciences CC, CCQ) 03 Refugee Rights (ELA CC, Social Sciences CC, CCQ) 04 Refugee Rights and Health (ELA CC, Social Sciences CC, CCQ)	Unit Plan Overview With links to lessons and the following resources: • Lesson worksheet/answers • Inquiry activities

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6. **Modern Traces**: Recognize how these changes are reflected in today's society and territory. ***To be Open to the Diversity of Societies and Their Territories*** 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. **Culture and Citizenship in Quebec** We experience many changes in our lives that influence how we see ourselves and others. Learning about similarities and differences in individuals and groups influences community health.			
Celebrating inspiring women in STEM (March) **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.	• International Women's Day - Celebrating Inspiring Women in STEM (available on KBI in March)	Young Women & The Fight Against Climate Change (ELA CC, Science & Technology GC) Anna Wessels Williams - A Pioneer in Treating Infectious Disease (ELA CC, Science & Technology GC)	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. **Science and Technology – General Concept** ***Material World*** "Material World" focuses on properties of materials, changes in states of matter, mixtures and solutions, and simple machines, helping students understand the physical properties and interactions of materials. ***Living Things*** "Living Things" covers the study of ecosystems, classification of organisms, life cycles, and the human body, helping students understand the diversity and interdependence of life. **Culture and Citizenship in Quebec** Students value diversity, defend human rights, advocate for issues, and interact ethically with others. They are inclusive in their language and behaviour and recognize that everyone has something to contribute. Their approach to inclusive relationships exemplifies commitment to developing positive communities.		Suzanne Simard - A Canadian Forest Scientist (ELA CC, Science & Technology GC) Katherine Johnson - A Top Mathematician for NASA (ELA CC, Science & Technology GC) Roberta Bondar - The First Canadian Woman Astronaut(ELA CC, Science & Technology GC) The Women Behind The Pertussis Vaccine: Pearl Kendrick, Grace Eldering, and Loney Clinton Gordon (ELA CC, Science & Technology GC) Dr. Theresa Tam - Canada's Top Health Leader During the COVID-19 Pandemic (ELA CC, Science & Technology GC)	

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Caring for the environment **Science and Technology – General Concept** ***The Earth and Space*** "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** 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.	• 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) 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) 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 worksheet/answers • Video worksheet/answers • Inquiry activities
Understanding communicable diseases and how they are spread, and learning about immunization. Suggested during flu season, immunization awareness week, and school vaccinations (if applicable) **Science and Technology - Curricular Competency**	• Immunization Awareness Week (available on KBI mid to end of April)	(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)	

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To Propose Explanations for or Solutions to Scientific or Technological Problems 1. **Problem Identification**: Recognize or define problems. 2. **Exploration Strategies**: Use various methods to explore solutions. 3. **Approach Assessment**: Evaluate the effectiveness of the chosen approach. ***To Make the Most of Scientific and Technological Tools, Objects and Procedures*** 1. **Familiarization**: Understand the roles and functions of scientific and technological tools and methods. 2. **Application**: Connect tools and techniques to their specific uses and contexts. 3. **Impact Evaluation**: Assess the effects of different tools, instruments, or procedures. ***To Communicate in the Languages used in Science and Technology*** 1. **Familiarization**: Learn everyday language used in science and technology. 2. **Language Use**: Apply both everyday and symbolic language in these fields. 3. **Effective Communication**: Use language effectively to ask questions, express viewpoints, or give explanations. **Culture and Citizenship in Quebec**	• The Spread of Infectious Diseases (suggested for either April or winter flu season in November)	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) 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 (Science & Technology CC, CCQ)	Link to Lessons

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Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases.	• Scientific Curiosity and Vaccine Discoveries (suggested for April or “flu” season around November or school vaccinations if applicable)	The Wonder of Scientific Curiosity (Science & Technology CC, CCQ) HPV Vaccine (Science & Technology CC, CCQ) Measles (Science & Technology CC, CCQ) Hepatitis B Vaccine (Science & Technology CC, CCQ) 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)	Unit Plan Overview With links to lessons and the following resources: • Literacy builder worksheets/answer guides • Inquiry activities

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

Additional lesson information, assessment suggestion & planning support

Lesson Quizzes

7. To do quizzes, **teachers have <u>two</u> options (see easy-to-use instructions):**
    a. Make a class and complete the lesson quiz on behalf of a class after collecting responses from students.
    b. Make a class and give students the class code to join and complete online quizzes individually.
8. There are additional quizzes for most learning modules that are not listed above.
    a. There is an optional **Trivia Quiz** at the start of a learning module, which is used as an ice-breaker and pre-test.
    b. 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.
9. 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