

# KBI Curriculum Connections & Lesson Resources

## Newfoundland & Labrador

### Grade 8

Use Lessons & Accompanying Materials for:

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



## KBI Learning Modules for Newfoundland & Labrador 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>			
<p><b>Unit 1: Water Systems on Earth's Surface</b>  <b>Social and Environmental Contexts of Science and Technology:</b>            113-2 describe possible positive and negative effects of a particular scientific or technological development, and explain how different groups in society may have different needs and desires in relation to it</p> <p><b>Initiating and Planning Skills:</b>            208-2 identify questions to investigate arising from practical problems and issues</p> <p><b>Knowledge:</b>            306-3 describe interactions between biotic and abiotic factors in an ecosystem            311-9 describe the interactions of the ocean currents, winds, and regional climates            311-12 describe how periods of climate change affect glaciers and polar ice caps and describe the consequent effects on the environment</p> <p><b>Unit 4 Cells, Tissues, Organs and Systems</b>  <b>Relationships Between Science and Technology:</b>            111-1 provide examples of scientific knowledge that have resulted in the development of technologies</p>	<ul style="list-style-type: none"> <li>Environment &amp; Climate Change</li> <li>The Immune System &amp; How Vaccines Help Prevent Diseases</li> </ul>	<p>01. Interdependent Systems (306-3)</p> <p>02. What is Climate Change? (113-2, 208-2, 306-3, 311-9)</p> <p>03. Our Environment &amp; Air Quality (306-3, 311-12)</p> <p>04. Our Environment &amp; Water Access (306-3))</p> <p>05. Our Environment &amp; Biodiversity (306-3)</p> <p>06. Our Health &amp; Climate Change (306-3)</p> <p>01 What is The Immune System? (111-1)</p> <p>02 The Immune System, Why Vaccines Help and How They Work (111-1, 111-5)</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 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> <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 worksheet/answer guide</li> <li>Lesson worksheet/answers</li> <li>Video worksheet/answers</li> <li>Numeracy activity/answers</li> </ul>

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<p>111-5 describe the science underlying particular technologies designed to explore natural phenomena, extend human capabilities, or solve practical problems</p> <p><b>Social and Environmental Contexts of Science and Technology</b>            112-2 describe how a community's needs can lead to developments in science and technology            112-7 provide examples of how science and technology affect their lives and their community            112-10 provide examples of science and technology-based careers in their province or territory            113-8 make informed decisions about applications of science and technology, taking into account personal and social advantages and disadvantages</p> <p><b>Knowledge:</b>            304-4 illustrate and explain that the cell is a living system that exhibits all the characteristics of life            304-5 distinguish between plant and animal cells            304-7 explain structural and functional relationships between and among cells, tissues, organs, and systems in the human body            304-8 relate the needs and functions of various cells and organs to the needs and functions of the human organism as a whole</p> <p><b>Relationships Between Science and Technology</b>            111-1 provide examples of scientific knowledge that have resulted in the development of technologies</p>	<ul style="list-style-type: none"> <li>Diversity of Living Things</li> </ul>	<p>03 How Effective Are Vaccines? (111-1, 111-5)</p> <p>04 Safety First! How Vaccines Are Developed, Monitored, and Approved (111-1, 111-5)</p> <p>05 Types of Vaccines (111-1, 111-5)</p> <p>06 New Diseases on Turtle Island (112-2, 113-8)</p> <p>01. The Characteristics of Life (304-4)</p> <p>02. Classification of Living Things (304-5)</p> <p>03. Prokaryotic vs Eukaryotic Cells (304-7, 304-8)</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 worksheet/answer guide</li> <li>Lesson worksheet/answers</li> <li>Inquiry activities/answer guides</li> <li>Numeracy activity/answers</li> </ul>

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<p>111-5 describe the science underlying particular technologies designed to explore natural phenomena, extend human capabilities, or solve practical problems</p> <p><b>Skills: Initiating and Planning</b>            208-2 identify questions to investigate arising from practical problems and issues            208-8 select appropriate methods and tools for collecting data and information and for solving problems  <b>Performing and Recording</b>            209-1 carry out procedures controlling the major variables 209-4 organize data using a format that is appropriate to the task or experiment            209-5 select and integrate information from various print and electronic sources or from several parts of the same source  <b>Analyzing and Interpreting</b>            210-3 identify strengths and weaknesses of different methods of collecting and displaying data            210-6 interpret patterns and trends in data, and infer and explain relationships among the variables            210-11 state a conclusion, based on experimental data, and explain how evidence gathered supports or refutes an initial idea  <b>Communication and Teamwork</b>            211-1 receive, understand, and act on the ideas of others            211-2 communicate questions, ideas, intentions, plans, and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language, and other means</p>	<ul style="list-style-type: none"> <li>Scientific Curiosities and Vaccine Discoveries</li> <li>Antibiotics</li> </ul>	<p>The Wonder of Scientific Curiosity (111-1, 111-5, 112-2, 112-10)</p> <p>HPV Vaccine (113-8)</p> <p>Measles, the Comeback Kid (113-8)</p> <p>Hepatitis B Vaccine (113-8)</p> <p>Varicella/ Chickenpox Vaccine (113-8)</p> <p>Tdap Vaccine (113-8)</p> <p>Meningococcal (Meningitis) Vaccine (113-8)</p> <p>The Surprise Guest (SCO 112-7)</p> <p>What Are Antibiotics and How Do They Work? (SCO 112-7)</p>	<p><a href="#">Link To Lessons</a></p> <p><a href="#">Link To Lessons</a></p>

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211-4 evaluate individual and group processes used in planning, problem solving, decision making, and completing a task	<ul style="list-style-type: none"> <li>How to Handle Your Vaccines Like a Champ</li> </ul>	<p>Antibiotic Resistance (SCO 112-7)</p> <p>Antibiotic Stewardship and Vaccines (SCO 112-7)</p> <p>The Good, the Bad, the Antibiotic (SCO 112-7)</p> <p>A Visit With Kokum (SCO 112-7)</p> <p>How to Handle Your Vaccines Like a Champ (SCO 112-7)</p>	<p><a href="#">Lesson Plan</a></p>
<b>HEALTH</b>			
<b>Health - Major Program Outcomes:</b> <ul style="list-style-type: none"> <li>Each person has to some degree the responsibility and capability for wellness.</li> <li>Personal safety and first aid involves choosing practices and learning skills, and making decisions that foster the well-being of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking &amp; Evaluating Information</li> </ul>	<p>01. The Power of the Story (Health Skills)</p> <p>02. How to Collect Trustworthy Information: The CRAAP Test (Health Skills)</p>	<p><a href="#">Unit Plan Overview</a></p> <p>With links to lessons and the following resources</p> <ul style="list-style-type: none"> <li>Literacy builder worksheet/answer guide</li> <li>Lesson worksheet/answers</li> </ul>

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<b>Health - Skills:</b> <ul style="list-style-type: none"> <li>Decision Making</li> <li>Distinguishing Fact From Opinion</li> <li>Effective Communication Skills</li> <li>Critical and Creative Thinking</li> </ul>		03. Primary & Secondary Sources (Health Skills)  04. Lateral Reading (Health Skills)  05. Thinking Critically About Information: Beware of Bias (Health Skills)  06. How To Test Ideas By Creating Experiments: The Scientific Method (Health Skills)  07. Thinking Critically About Experiments: Correlation vs Causation (Health Skills)	<ul style="list-style-type: none"> <li>Video worksheet/answers</li> <li>Numeracy activity/answer</li> </ul>
	<ul style="list-style-type: none"> <li>The Spread of Infectious Diseases</li> </ul>	01. What Are Infectious Diseases and How Do They Spread? (Health MPO)  02. Outbreaks, Epidemics, and Pandemics (Health MPO)	<a href="#">Link To Lessons</a>

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	<ul style="list-style-type: none"> <li>The Immune System &amp; How Vaccines Help Prevent Diseases</li> </ul>	<p>03. How Do Pandemics Affect People? (Health MPO)</p> <p>04. What Are Disease Variants? (Health MPO)</p> <p>05. Online Misinformation: Fighting the Infodemic (Health Skills)</p> <p>06. A Great Way to Prevent Infectious Disease is In Your Hands (Health MPO)</p> <p>01. What is the Immune System? (Health MPO)</p> <p>02. The Immune System, Why Vaccines Help, and How They Work (Health MPO)</p> <p>03. How Effective Are Vaccines? (Health Skills)</p> <p>04. Safety First! How Vaccines are Developed, Monitored, and Approved (Health MPO)</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 worksheet/answer guide</li> <li>Lesson worksheet/answers</li> <li>Creative/Inquiry activity/answer guide</li> <li>Numeracy activity/answer guide</li> </ul>

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	<ul style="list-style-type: none"> <li>Canada's Interactions with the Global Community</li> </ul>	<p>05. Types of Vaccines (Health MPO)</p> <p>06. New Diseases on Turtle Island (Health Skills)</p> <p>01 World Health (Health Skills)</p> <p>02 Reading a Map: Latitude and Longitude</p> <p>03 Why Global Health Issues Require Cooperation (Health Skills)</p> <p>04 Why Did the WHO Declare Vaccine Hesitancy a Top 10 Issue? (Health Skills)</p> <p>05 Canada's Response to Vaccine Hesitancy at Home (Health Skills)</p> <p>06 Canada's Response to Vaccine Hesitancy Abroad (Health Skills)</p> <p>07 A Case Study: Preventing cancer with a Vaccine- Canada vs Rwanda (Health Skills)</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 worksheet/answer guide</li> <li>Lesson worksheet/answers</li> <li>Video worksheet/answers</li> </ul>



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	<ul style="list-style-type: none"> <li>Antibiotics</li> </ul>	01 The Surprise Guest (Health Skills)  02 What Are Antibiotics and How Do They Work? (Health Skills)  03 Antibiotic Resistance (Health Skills)  04 Antibiotic Stewardship and Vaccines (Health Skills)  05 The Good, the Bad, the Antibiotic (Health Skills)  06 A Visit With Kokum (Health Skills)	<a href="#">Link To Lessons</a>
	<ul style="list-style-type: none"> <li>Influenza</li> </ul>	Influenza (Flu) (Health Skills)  Why is There a Flu Season and Why is it During Winter? (Health Skills)	<a href="#">Link To Lesson</a>
<b>Content, Processes and Skills (CPS)</b> Communication Skills (Assertiveness and Refusal) Providing Personal and Peer Support	<ul style="list-style-type: none"> <li>Mindfulness</li> </ul>	Taking a Break is Important Too! (CPS, Emotional and Social Well-Being 9,10, Relationships 7)	<a href="#">Link To Lesson</a>

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<p>Coping Skills</p> <p><b>Emotional and Social Well-Being</b></p> <p>8. To accept responsibility for own actions and behaviours.</p> <p>9. To be aware of the types of stress and how the body responds to stress.</p> <p>10. To discuss stress and ways of coping with stressful situations.</p> <p><b>Relationships</b></p> <p>7. To consider how to cope in situations such as separation, divorce, illness and abuse which may arise within a family.</p>			

## ENGLISH LANGUAGE ARTS (ELA)

<p><b>English Language Arts</b></p> <p><b>GCO 4:</b> Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</p> <p>4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts.</p> <p>4.4 assess personal processes and strategies for reading and viewing various texts.</p> <p><b>GCO 5:</b> Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.</p>	<ul style="list-style-type: none"> <li>• Critical Thinking &amp; Evaluating Information</li> </ul>	<p>01 The Power of a Story (ELA GCO 4, 4.3, 4.4, GCO 5, 5.2, GCO 7, 7.1, 7.2, 7.3)</p> <p>02 How to Collect Trustworthy Information: The CRAAP Test (ELA GCO 4, 4.3, 4.4, GCO 5, 5.2, GCO 7, 7.1, 7.2, 7.3)</p> <p>03 Primary &amp; Secondary Sources (ELA GCO 4, 4.3, 4.4, GCO 5, 5.2, GCO 7, 7.1, 7.2, 7.3)</p>	<p><a href="#">Unit Plan Overview</a></p> <p>With links to lessons and the following resources</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>5.2 evaluate the reliability of information from various sources</p> <p>5.4 use effective inquiry approaches and strategies</p> <p><b>GCO 7:</b> Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.</p> <p>7.1 recognize that texts can be biased.</p> <p>7.2 question a text's language, form, and genre</p> <p>7.3 recognize the tools text creators use to achieve different purposes</p> <p><b>Science - Skills:</b> Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.</p>	<ul style="list-style-type: none"> <li>Navigating the World of Online (Mis)Information</li> </ul>	<p>04 Lateral Reading (ELA GCO 4, 4.3, 4.4, GCO 5, 5.2, GCO 7, 7.1, 7.2, 7.3)</p> <p>05 Thinking Critically about Information: Beware of Bias (ELA GCO 4, 4.3, 4.4, GCO 5, 5.2, GCO 7, 7.1, 7.2, 7.3)</p> <p>06 How to Test Ideas by Creating Experiments: The Scientific Method ( Science : Skills)</p> <p>07 Thinking Critically about Experiments: Correlation vs Causation (ELA GCO 4, 4.3, 4.4, GCO 5, 5.2, GCO 7, 7.1, 7.2, 7.3)</p> <p>01 DHMO - The Silent Threat (ELA GCO 4, 4.3, 4.4, GCO 5, 5.2, GCO 7, 7.1, 7.2)</p> <p>02 How Do We Know Things About the World? (ELA GCO 4, 4.3, 4.4, GCO 5, 5.2, 5.4, GCO 7, 7.1, 7.2)</p> <p>03 Learn to Critically Ignore</p>	<p><a href="#">Unit Plan Overview</a> With links to lessons and the following resources</p> <ul style="list-style-type: none"> <li>Inquiry activities</li> </ul>

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		<p>(ELA GCO 4, 4.3, 4.4, GCO 5, 5.2, GCO 7, 7.1, 7.2)</p> <p>04 Tactics that Make Information Feel True (ELA GCO 4, 4.3, 4.4, GCO 5, 5.2, GCO 7, 7.1, 7.2)</p> <p>05 Practice Identifying Features that Make Misinformation Feel Believable (ELA GCO 4, 4.3, 4.4, GCO 5, 5.2, GCO 7, 7.1, 7.2)</p> <p>06 Pay Attention to How the News Makes You Feel ((ELA GCO 4, 4.3, 4.4, GCO 5, 5.2, GCO 7, 7.1, 7.2)</p>	
<b>SOCIAL STUDIES</b>			
<b>Unit 5: History as a Story of the Past in the Present</b> SCO 5.1: The student will be expected to demonstrate an understanding of the role of history in shaping our current circumstances 5.1.1 Evaluate the ways in which history affects the development of various aspects of society 5.1.2 Evaluate the possible significance of history on current issues and events	<ul style="list-style-type: none"> <li>Global Inequality</li> </ul>	01. What is Global Inequality? (SCO 5.1, 5.1.3)  02. Inequality in Healthcare (SCO 5.1, 5.1.1, 5.1.2, 5.1.3)  03. Lack of Funding & Poverty (SCO 5.1, 5.1.1, 5.1.2, 5.1.3)	<a href="#">Unit Plan Overview</a> <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>5.1.3 Determine the historical roots of current events, issues, and problems</p>	<ul style="list-style-type: none"> <li>Indigenous History on Turtle Island</li> </ul>	<p>04. Misinformation &amp; Polio (SCO 5.1, 5.1.1)</p> <p>05. War &amp; Violence (SCO 5.1, 5.1.1, 5.1.2, 5.1.3)</p> <p>06. Solving Inequalities in Childhood Immunization</p> <p>01. Guidelines for Using Respectful Language (5.1.2)</p> <p>02. The Diverse Communities of Turtle Island (5.1.1)</p> <p>03. Diverse Systems of Leadership and Governance (5.1.1)</p> <p>04. Interactions and Exchanges/ Trade and Treaties (5.1.1, 5.1.2, 5.1.3)</p> <p>05. Colonialism and Control (5.1.1, 5.1.2, 5.1.3)</p> <p>06. Impacts and Injustices of the Indian Act (5.1.1, 5.1.2, 5.1.3)</p>	<p><a href="#">Holistic Reflection Activity</a></p>

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		07. Chief North Removes Indian Agent at Bunibonibee ( 5.1.1, 5.1.2, 5.1.3)	
<b>Curriculum-Related Themes Throughout the Year</b>			
<b>Remembrance/Veterans/Memorial Day (November)</b>  <b>English Language Arts:</b>  <b>GCO 4:</b> Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts. 4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts. 4.4 assess personal processes and strategies for reading and viewing various texts.	<ul style="list-style-type: none"> <li>Remembrance Day / Veterans Day / Armistice Day (available on KBI in November)</li> </ul>	01 Soldiers Not Only Fought the War, They Fought Diseases Too (ELA 4.3, 4.4)  02 Why Were Soldiers in WW1 Vulnerable to the Influenza Pandemic? (ELA 4.3, 4.4)  03 Charles “Charlie” Henry Byce, Canadian Indigenous WW2 Hero (ELA 4.3, 4.4)  04 Blanche-Olive Lavallée: The Dangerous Work of Nurses in WWI (ELA 4.3, 4.4)	<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>  <b>Health: Relationships</b>	<ul style="list-style-type: none"> <li>Winter Break - A Time To Reflect on Making a Difference (available on KBI in December)</li> </ul>	Winter Break - A Time to Reflect on Making a Difference (CC-C; ELA, Health Relationships)	<a href="#">Lesson Plan</a> With links to lesson and the following resources: <ul style="list-style-type: none"> <li>Inquiry/creative activities</li> </ul>

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1. To recognize the need for communication, understanding, sensitivity, cooperation when dealing with friends.			
<p><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></p> <p><b>Social Studies</b></p> <p><b>Unit 5: History as a Story of the Past in the Present</b></p> <p>SCO 5.1: The student will be expected to demonstrate an understanding of the role of history in shaping our current circumstances</p> <p>5.1.1 Evaluate the ways in which history affects the development of various aspects of society</p> <p>5.1.2 Evaluate the possible significance of history on current issues and events</p> <p>5.1.3 Determine the historical roots of current events, issues, and problems</p>	<ul style="list-style-type: none"> <li>Black History Month (available on KBI in February)</li> </ul>	<p>01 What is Black History Month? (SCO 5.1, 5.1.1)</p> <p>02 Anderson Ruffin Abbott - The First Black Canadian Doctor (SCO 5.1, 5.1.1)</p> <p>03 Alice Ball: A New Treatment for Leprosy (SCO 5.1, 5.1.1)</p> <p>04 Percy Lavon Julian - Inventor Extraordinaire (SCO 5.1, 5.1.1, 5.1.2, 5.1.3)</p> <p>05 Henrietta Lacks: The First Immortal Cells (SCO 5.1, 5.1.1)</p> <p>06 Kizzmekia Corbett: Creating a COVID-19 Vaccine (SCO 5.1, 5.1.1, 5.1.2, 5.1.3)</p> <p>07 Tedros Adhanom Ghebreyesus - The First Black Director-General of the WHO (SCO 5.1, 5.1.1, 5.1.2, 5.1.3)</p>	

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	<ul style="list-style-type: none"> <li>Refugee Experiences (suggested for February)</li> </ul>	<p>01 Refugees Around The World (SCO 5.1, 5.1.2)</p> <p>02 Global Activists &amp; NGOs (SCO 5.1, 5.1.1, 5.1.2)</p> <p>03 Refugees and Health (SCO 5.1, 5.1.1, 5.1.2, 5.1.3)</p> <p>04 Challenges To Public Support (SCO 5.1, 5.1.1, 5.1.3)</p>	<p><a href="#">Unit Plan Overview</a></p> <p>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>
<p><b>Celebrating Inspiring Women in STEM (March)</b></p> <p><b>Social and Environmental Contexts of Science and Technology</b></p> <p>112-2 describe how a community's needs can lead to developments in science and technology</p> <p>112-6 provide examples of Canadian contributions to science and technology</p> <p>112-7 provide examples of how science and technology affect their lives and their community</p>	<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 ( 112-6, 112-7, 112-10, 113-9)</p> <p>Anna Wessels Williams - A Pioneer in Treating Infectious Disease ( 112-2, 1112-7)</p> <p>Suzanne Simard - A Canadian Forest Ecologist and Conservation Scientist (112-6, 112-7, 112-10)</p> <p>Katherine Johnson - A Top Mathematician for NASA (112-7, 112-10,)</p>	<p><a href="#">Unit Plan Overview</a></p> <p>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> <li>Inquiry activities</li> </ul>



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Curriculum Unit/Big Ideas/Outcomes/Competencies	KBI Learning Module(s)	KBI Lesson Titles & Curriculum Expectations	Accompanying Unit/Lesson Plans
<p>112-10 provide examples of science and technology-based careers in their province or territory</p> <p>113-9 make informed decisions about applications of science and technology, taking into account environmental and social advantages and disadvantages</p>		<p>Roberta Bondar - The First Canadian Woman Astronaut (112-6, 112-7, 112-10)</p> <p>The Women Behind The Pertussis Vaccine: Pearl Kendrick, Grace Eldering, and Loney Clinton Gordon (112-2, 112-7)</p> <p>Dr. Theresa Tam - Canada's Top Health Leader During the COVID-19 Pandemic ( 112-2, 112-6, 112-7, 112-10, 113-9)</p>	
<p><b>Learning About Infectious Diseases During Immunization Awareness Week (April)</b></p> <p><b>Social and Environmental Contexts of Science and Technology</b></p> <p>112-2 describe how a community's needs can lead to developments in science and technology</p> <p>112-7 provide examples of how science and technology affect their lives and their community</p> <p>112-10 provide examples of science and technology-based careers in their province or territory</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 (SCO 112-2, 112-7, 112-10)</p> <p>The History of How Pandemics Have Changed How We Live (SCO 112-2, 112-7, 112-10)</p> <p>The History of Pandemics: How Do They End? (SCO 112-2, 112-7, 112-10)</p> <p>Letter of Thanks From UNICEF Canada To You!</p>	

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.