

KBI Curriculum Connections & Lesson Resources

Newfoundland & Labrador

Grade 4

Use Lessons & Accompanying Materials for:

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

KBI Learning Modules for Newfoundland & Labrador Grade 4 Curriculum

Curriculum Unit/Big Ideas/Outcomes/Competencies	KBI Learning Module(s)	KBI Lesson Titles & Curriculum Expectations	Accompanying Unit/Lesson Plans
Building Critical Inquiry Skills Social Studies- Introduction <i>i.1 Use an inquiry model to explore and resolve significant questions</i> <i>i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends</i> <i>i.3 Make reasoned assessments based on appropriate criteria</i> Science General Course Outcomes GCO 2: Skills 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. - identify and use a variety of sources and technologies to gather relevant information - state a prediction and a hypothesis - communicate procedures and results ELA- GCO 5: <i>Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.</i> 5.2 analyze information from reliable and relevant sources ELA- GCO 7: <i>Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.</i>	Critical Thinking & Evaluating Information	01. The Power of the Story (Science GCI 2; ELA GCO 5, 7.1, 7.2) 02. How to Collect Trustworthy Information: The TRAAP Test (Social Studies i.2, i.3; Science GCO 2, 5.2, 7.2) 03. Primary & Secondary Sources (Science GCI 2; ELA GCO 5, 7.1, 7.2) 04. Thinking Critically About Information: Beware of Bias Part 1 (Social Studies 1.2; ELA GCO 3, 7.2) 05. Thinking Critically About Information: Beware of Bias Part 2 (Social Studies 1.2; ELA GCO 3, 7.2) 06. How to Test Ideas with Experiments: The Scientific	Unit Plan Overview 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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7.1 analyze the intended messages in a variety of text types and forms 7.2 respond critically to a variety of text types and forms ELA- GCO 3: <i>Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.</i> - detect examples of prejudice, stereotyping or bias in oral language, recognize their negative effect on individuals and cultures and attempt to use bias-free language - make a conscious attempt to consider the needs and expectations of their audience 3.1 communicate with respect and sensitivity		Method (Social Studies i.2, i.3; Science GCO 2; ELA GCO 5)	
Indigenous history in Canada Social Studies: Culture & Diversity Students will be expected to demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. Social Studies- Interdependence Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future. Social Studies Unit One: Exploration Defined SCO 1.0 – The student will be expected to demonstrate an understanding of the concept of exploration	Life on Turtle Island	01. Why Terms Matter (Social Studies 3.1, Culture & Diversity) 02. The Story of Sky Woman (Social Studies Culture & Diversity, Interdependence) 03. From Time Immemorial (Social Studies Culture & Diversity, Interdependence)	Unit Plan Overview With links to lessons and the following resources - Literacy builder worksheet/answer guide - Lesson worksheet/answers - Video worksheet/answer guide

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Social Studies Unit Two: The Nature of Exploration SCO 2.0 – The student will be expected to demonstrate an understanding of the stories of various explorers of land, ocean, space, and ideas. SCO 3.0 – The student will be expected to demonstrate an understanding of factors that motivate exploration SCO 4.0 – The student will be expected to demonstrate an understanding of the impact of exploration over time Social Studies Unit Three: Exploring Our World SCO 7.0 – The student will be expected to demonstrate an understanding of the relationship between humans and the physical environment 7.2 Describe the challenges posed by the physical environment ELA- GCO 3 <i>GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.</i> • detect examples of prejudice, stereotyping or bias in oral language, recognize their negative effect on individuals and cultures and attempt to use bias-free language • make a conscious attempt to consider the needs and expectations of their audience 3.1 communicate with respect and sensitivity Science - Light 41.0 explore how science and technology have been used to solve problems in the home and at school [GCO 1]	• Cooperation & Colonization	04. The Land and its Peoples (Social Studies SCO 7, Culture & Diversity, Interdependence) 05. Medicine from the Land (Science 41, 43, 52) 01. Contact with Europeans (Social Studies SCO 1, SCO 2, SCO 3, SCO 4) 02. Treaties (Social Studies SCO 3, SCO 4) 03. What is Colonization? (Social Studies SCO 4) 04. The Indian Act (Social Studies SCO 4)	Unit Plan Overview With links to lessons and the following resources • Literacy builder worksheet/answer guide • Holistic reflection sheet • Understanding the Doctrine of Discovery explanation & activity • Activity - Reflecting on the thriving cultures of Indigenous Peoples (Social Studies SCO 7.2)

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43.0 describe instances where scientific ideas and discoveries have led to new inventions and applications [GCO 1] 52.0 describe scientific and technological activities carried out by people from different cultures			
Impact on natural resources and conservation Social Studies: Culture & Diversity Students will be expected to demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. Social Studies Unit Three: Exploring Our World SCO 5.0 – The student will be expected to demonstrate an understanding of Earth’s physical environment SCO 7.0 – The student will be expected to demonstrate an understanding of the relationship between humans and the physical environment 7.3 Explain the impact that human activity has on the physical environment Science- Sound 25.0 -demonstrate that specific terminology is used in science and technology contexts Science- Habitat & Communities 37.0 contemplate their own and their family’s impact on natural resources	Environment & Climate Change	01. What is Climate Change? (Science GCO 1; ELA SDE; Social Studies SCO 5, 7, 7.3; Health 1,3) 02. Helping With The Problem Of Climate Change (Science GCO 1; Health Environmental 1, 3; Social Studies SCO 7, 7.3) 03. My Community & Climate Change (Science 37, 38; Health Environmental 1,3,4,5,6) 04. How Can Each Person Help? (Science 37, 38; Health Environmental 1,3,4,5,6) 05. Our Health & Climate Change (Health Environmental 1, 3, 4, 5, 6; Science GCO 1)	Unit Plan Overview With links to lessons and the following resources - Literacy builder worksheet/answer guide - Lesson worksheet/answers - Video worksheet/answer guide - Numeracy activity/answers (Math 4PR1, 4PR2, 4PR3)

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38.0 describe how personal actions help conserve natural resources and care for living things and their habitats [GCO 1] 52.0 describe scientific and technological activities carried out by people from different cultures 65.0 identify examples of scientific knowledge that have developed from a variety of sources [GCO 1] Science- General Course Outcomes GCO 1: Science, Technology, Society, and the Environment Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. ELA- Education for Sustainable Development (ESD) Sustainable development is comprised of three integrally connected areas: economy, society, and environment. The Body's Defence System & Immunization Health - Self Care 1. identify some chronic disorders such as allergies and asthma and some communicable diseases such as colds, flus and AIDS 2. identify some ways to prevent the spread of communicable diseases 3. know that the immune system is the body's defence against disease 4. understand the purpose of immunization	● Germs, The Body's Defense System, and How Vaccines Help	01. New Diseases on Turtle Island (Social Studies Culture & Diversity; Science 52, 65) 02. What Are Germs? (Health Self Care 1) 03. What Can Stop The Spread of Infections? (Health Self Care 2) 04. What is the Immune System? (Health Self Care 3) 05. What are Vaccines & How Do They Work? (Science GCO 1; Health Self Care 4) 06. How Effective Are Vaccines? (Science GCO 1; Math 4PR1,2,3; Health Self Care 4) 07. Safety First! How Vaccines Are Developed, Approved and Monitored (Science GCO 1; Health Self Care 4)	Lesson Plan With links to lessons and the following resources ● Lesson worksheet

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Health - Environmental Health 1. recognize the importance of clean air and water for everyday life 3. understand the responsibility of governments, communities, families and individuals for maintaining an aesthetic and healthful environment 4. describe how air and water pollution can be controlled and/or reduced 5. recognize the potential health hazards of air and water contamination, 6. create a plan to address an environmental (air or water) issue in the home, school or community Math - Patterns & Relations GCO Use patterns to describe the world and solve problems. SCO 4PR1 Identify and describe patterns found in tables and charts, including a multiplication chart. SCO 4PR2 Translate among different representations of a pattern, such as a table, a chart or concrete materials. SCO 4PR3 Represent, describe and extend patterns and relationships, using charts and tables, to solve problems.	Antibiotics	08. Hummingbird's Vaccine (Science GCO 1, 65) 01. The Surprise Guest (Science 65, GCO 1) 02. Vocabulary (Antibiotics) (Science 25) 03. What Are Antibiotics? (Health Self Care 2; Science GCO 1) 04. How Do Antibiotics Work? (Health Self Care 2; Science GCO 1) 05. The Good, the Bad, the Antibiotic (Health Self Care 2) 06. Antibiotic Resistance (Health Self Care 2; Science GCO 1)	Link to Lessons

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	Influenza	07. A Visit with Kokum (Science 65; Social Studies Culture & Diversity) Influenza Why is There a Flu Season and Why Is It During Winter?	Link to Lessons
Levels of government and map reading Social Studies - Exploring the Landscapes of Canada <i>10.0-</i> The student will be expected to demonstrate an understanding of the political landscape of Canada <i>10.1-</i> Explain how the federal government is organized <i>10.2-</i> Explain how the federal government operates Social Studies- Communication use maps, globes, pictures, models, and technologies to represent and describe physical and human systems. Skill: - Develop mapping skills - Use a range of media and styles to present information, arguments, and conclusions Social Studies- Attitudes, Values, & Perspectives	Canada's Three Levels of Government	01. Vocabulary About Government (ELA GCO 4, 4.4; Social Studies 10) 02. Government- More Vocabulary (ELA GCO 4, 4.4; Social Studies 10) 03. Government in Canada (Social Studies 10, Attitudes, Values, and Perspectives)	Unit Plan Overview With links to lessons and the following resources - Literacy builder worksheet/answer guide - Lesson worksheet/answers - Video worksheet/answer guide - Numeracy activity/answers (Math GCO, 4PR6)

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<i>Citizenship, Power, and Governance</i> Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance. • appreciate the varying perspectives on the effects of power, privilege, and authority on Canadian citizens • develop attitudes that balance rights with responsibilities • value decision making that results in positive change English Language Arts ELA GCO 4 Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts 4.4- use strategies to make sense of texts Math - Multiplication & Division Facts GCO Use patterns to describe the world and solve problems. 4PR6 Solve one-step equations involving a symbol to represent an unknown number. [C, CN, PS, R, V] Health - Environmental Health 1. recognize the importance of clean air and water for everyday life 3. understand the responsibility of governments, communities, families and individuals for maintaining an aesthetic and healthful environment		04. Government Services (Social Studies 10, Attitudes, Values, and Perspectives) 05. The Municipal Government Vocabulary (ELA GCO 4, 4.4; Social Studies 10) 06. The Municipal Government - More Vocabulary (ELA GCO 4, 4.4; Social Studies 10) 07. The Municipal Government (Social Studies 10, Attitudes, Values, and Perspectives) 08. The Provincial Government (Social Studies 10, Attitudes, Values, and Perspectives) 09. The Federal Government (Social Studies 10, 10.1, 10.2; Math- Multiplication and Division 4PR6) 10. Governments and Your Health (Social Studies 10,	

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		Attitudes, Values, and Perspectives; Health 1, 3) 11. Government and the World - Reading a Map (Social Studies Communication, Attitudes, Values, and Perspectives)	
Classifying Living Things and Food Chains Science - Habitats & Communities 67.0 compare the structural and behavioural adaptations of animals that help them survive in different kinds of places [GCO 3] 68.0- classify organisms according to their role in a food chain [GCO 3] 15.0- classify according to several attributes and create a chart or diagram that shows the method of classifying 38.0- describe how personal actions help conserve natural resources and care for living things and their habitats Science - Sound 25.0 -demonstrate that specific terminology is used in science and technology contexts Math - Fractions & Decimals 4N8- Demonstrate an understanding of fractions less than or equal to one by using concrete, pictorial and symbolic representations to:	Classifying Living Things	01. We Are Named For What We Eat (Science 68, 67, 25, 15) 02. Food Chain and Food Web (Science 68, 15, 25) 03. Predator, Prey, and Scavenger (Science 68, 67, 15, 25) 04. How Do We Help Conserve Species? (Science 25, 38)	Unit Plan Overview With links to lessons and the following resources - Literacy builder worksheet/answer guide - Lesson worksheet/answers - Numeracy activity/answers (Math 4N8)

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- name and record fractions for the parts of a whole or a set - compare and order fractions - model and explain that for different wholes, two identical fractions may not represent the same quantity - provide examples of where fractions are used. [C, CN, PS, R, V] ELA GCO 5 <i>GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.</i> 5.2 analyze information from reliable and relevant sources ELA GCO 7 <i>GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.</i> 7.1 analyze the intended messages in a variety of text types and forms 7.2 respond critically to a variety of text types and forms Health - Self Care - identify some chronic disorders such as allergies and asthma and some communicable diseases such as colds, flus and AIDS, - identify some ways to prevent the spread of communicable diseases, - know that the immune system is the body's defence against disease,	The Spread of Infectious Diseases	01. What Are Infectious Diseases and How Do They Spread? (Health Self Care 1, 2, 3) 02. What Are Outbreaks, Epidemics, and Pandemics? (Science 25) 03. How Do Pandemics Affect People? (Health Self Care 1) 04. Online Misinformation: Fighting the Infodemic (ELA 4.4, 5.2, 7.1, 7.2) 05. What Are Disease Variants? (Health Self Care 1;) 06. A Great Way to Prevent Infectious Diseases Is in Your Hands (Health Self Care 5, 6, 2)	Link to Lessons

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4. understand the purpose of immunization, 5. demonstrate proper handwashing practice, and 6. rate personal health habits and practices in relation to caring for oneself.			
Social/Emotional Adjustment and Physical Well-Being Health <i>Recognize the relationship between emotional/social adjustment and physical well-being.</i> <i>Evaluate communication techniques used by self and peers.</i>	Social & Emotional Learning	Taking a Break Is Important Too!	Link to Lesson

Curriculum-Related Themes Throughout the Year

Reflecting on hardships and courage during WWII (November) ELA GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically. ELA GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose. ELA GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts. 4.2 use text structures to construct meaning 4.3 use text features to construct meaning	Remembrance Day / Veterans Day / Armistice Day (available on KBI in November)	01. War and Being Sick Was Hard For Soldiers (ELA GCO 4, 4.2) 02. Why Did The Influenza Pandemic Make WW1 Soldiers Sick? (ELA GCO 4, 4.2, 4.3, 4.4, Health Self- Care 1, 2) 03. Charles “Charlie” Henry Byce, Canadian Indigenous	Lesson Plan/Activity (ELA GCO 2, GCO 3, GCO 6, 6.2, GCO 7, 7.1)
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4.4 use strategies to make sense of texts ELA GCO 6: Students will be expected to respond personally to a range of texts. 6.2 use evidence from texts to support responses ELA GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre. 7.1 analyze the intended messages in a variety of text types and forms) Health Self- Care 1. identify some chronic disorders such as allergies and asthma and some communicable diseases such as colds, flus and AIDS 2. identify some ways to prevent the spread of communicable diseases		WW2 Hero (ELA GCO 4, 4.2, 4.3, 4.4) 04. Blanche-Olive Lavallée: A Canadian Nurse in WW1 (ELA GCO 4, 4.2, 4.3, 4.4)	
Reflecting on kindness and building leadership skills (December) Health- Relationships 11. know how to express concern for others in the class.	Winter Break - Spreading Kindness (available on KBI in December)	01. Winter Break - Spreading Kindness (Core C, PHE)	Lesson Plan/Activities With links to lessons and the following resources: - Literacy builder worksheet/answer guide - Activity - Making A Difference - Activity - Compare and Contrast special things at this time of year - Activity - Recipe book

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Highlighting some key inspirational leaders during Black History Month as well as some experiences of refugees from different parts of the world (February) Health Self-Care 1. identify some chronic disorders such as allergies and asthma and some communicable diseases such as colds, flus and AIDS, Science:GCO 1 Science, Technology, Society, and the Environment Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. Social Studies- Attitudes, Values, & Perspectives Citizenship, Power, and Governance Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance. • appreciate the varying perspectives on the effects of power, privilege, and authority on Canadian citizens • develop attitudes that balance rights with responsibilities • value decision making that results in positive change Social Studies: Culture & Diversity	• Black History Month (available on KBI in February)	01. What is Black History Month? (Social Studies: Culture & Diversity) 02. Anderson Ruffin Abbott - The First Black Canadian Doctor (ELA GCO 4, Social Studies: Culture & Diversity) 03. Alice Ball: A New Treatment for Leprosy (Health Self-care 1, ELA GCO 4, Social Studies: Culture & Diversity, Science GCO 1 41.0, 43.0, 52.0) 04. Percy Lavon Julian - Inventor Extraordinaire (ELA GCO 4, Social Studies: Culture & Diversity) 05. Henrietta Lacks: The First Immortal Cells (ELA GCO 4, science GCO1, Social Studies- Attitudes, Values, & Perspective Citizenship, Power,	

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Students will be expected to demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. ELA GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts. 4.2 use text structures to construct meaning 4.3 use text features to construct meaning 4.4 use strategies to make sense of texts ELA GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies. 5.2 analyze information from reliable and relevant sources , 5.3 organize information in a meaningful wa , 5.4 share new learning from inquiry, ELA GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations. 8.1 express feelings and imaginative ideas through writing and representing ELA GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes. 9.1 create various text types and forms for specific purposes and audiences when writing and representing.	Refugee Experiences (suggested for February)	and Governance, Social Studies: Culture & Diversity) 01. What does it mean to be a Refugee? (ELA GCO 4, 4.2, 4.3, 4.4, ELA GCO 5, 5.2, 5.3, 5.4, ELA GCO 8, 8.1, ELA GCO 9, 9.1) 02. Refugee Camps (ELA GCO 4, 4.2, 4.3, 4.4, Health Self- Care 6) 03. Refugee Rights (ELA GCO 4, 4.2, 4.3, 4.4, Health Self- Care 6) 04. Refugee Rights and Healthcare (ELA GCO 4, 4.2, 4.3, 4.4, Health Self- Care 6)	Unit Plan Overview With links to lessons and the following resources: - Lesson worksheetséanswers - Inquiry activities

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ELA GCO 10: Students will be expected to use a range of strategies to develop effective writing and representing to enhance their clarity, precision, and effectiveness. 10.1 create texts using the processes of writing and representing Science - Light 41.0 explore how science and technology have been used to solve problems in the home and at school [GCO 1] 43.0 describe instances where scientific ideas and discoveries have led to new inventions and applications [GCO 1] 52.0 describe scientific and technological activities carried out by people from different cultures Health Self- Care 6. rate personal health habits and practices in relation to caring for oneself.			
Celebrating inspiring women in STEM Science GCO 1: STSE -describe applications of science and technology that have developed in response to human and environmental needs -describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment Science GCO 4: Attitudes	International Women's Day - Celebrating Inspiring Women in STEM (available on KBI in March)	Young Women & The Fight Against Climate Change (ELA GCO 4, 4.2, 4.3, 4.4, Science GCO 1, Science GCO 4, Science GCO 34, Science GCO 35, Science GCO 41, Science GCO 52, Science	Unit Plan Overview With links to lessons and the following resources: - Literacy builder worksheets/answer guides - Inquiry activities

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-recognize that women and men of any cultural background can contribute equally to science 34.0 describe examples of modern technologies that did not exist in the past (GCO 1) 35.0 identify examples of scientific questions and technological problems that are currently being studied (GCO 1) 41.0 explore how science and technology have been used to solve problems in the home and at school (GCO 1) 52.0 describe scientific and technological activities carried out by people from different cultures (GCO 1) 53.0 provide examples of Canadians who have contributed to science and technology (GCO 1) Health - Relationships 8. become aware of male/female stereotyping, 10. identify examples of positive role models and explain their importance, Health - Self- Care 4. understand the purpose of immunization, ELA GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts. 4.2 use text structures to construct meaning 4.3 use text features to construct meaning 4.4 use strategies to make sense of texts ELA GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.		GCO 53, Health Relationships 8 , Health Relationships 10) Anna Wessels Williams - A Pioneer in Treating Infectious Disease (ELA GCO 4, 4.2, 4.3, 4.4, Science GCO 1, Science GCO 4, Science GCO 34, Science GCO 35, Science GCO 41, Science GCO 52, Science GCO 53, Health Relationships 8 , Health Relationships 10, Health Self-Care 4) Suzanne Simard - A Canadian Forest Scientist (ELA GCO 4, 4.2, 4.3, 4.4, Science GCO 1, Science GCO 4, Science GCO 34, Science GCO 35, Science GCO 41, Science GCO 52, Science GCO 53, Health Relationships 8 , Health Relationships 10) Katherine Johnson - A Top Mathematician for NASA (ELA GCO 4, 4.2, 4.3, 4.4, Science	

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9.1 create various text types and forms for specific purposes and audiences when writing and representing. ELA GCO 10: Students will be expected to use a range of strategies to develop effective writing and representing to enhance their clarity, precision, and effectiveness. 10.1 create texts using the processes of writing and representing		GCO 1, Science GCO 4, Science GCO 34, Science GCO 35, Science GCO 41, Science GCO 52, Science GCO 53, Health Relationships 8 , Health Relationships 10) Roberta Bondar - The First Canadian Woman Astronaut (ELA GCO 4, 4.2, 4.3, 4.4, Science GCO 1, Science GCO 4, Science GCO 34, Science GCO 35, Science GCO 41, Science GCO 52, Science GCO 53, Health Relationships 8 , Health Relationships 10) The Women Behind The Pertussis Vaccine: Pearl Kendrick, Grace Eldering, and Loney Clinton Gordon (ELA GCO 4, 4.2, 4.3, 4.4, Science GCO 1, Science GCO 4, Science GCO 34, Science GCO 35, Science GCO 41, Science GCO 52, Science	

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		GCO 53, Health Relationships 8 , Health Relationships 10) Dr Theresa Tam - Canada's top health leader during the COVID-19 pandemic (ELA GCO 4, 4.2, 4.3, 4.4, Science GCO 1, Science GCO 4, Science GCO 34, Science GCO 35, Science GCO 41, Science GCO 52, Science GCO 53, Health Relationships 8 , Health Relationships 10)	
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 GCO 1: STSE - describe applications of science and technology that have developed in response to human and environmental needs -describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment	Immunization Awareness Week (available on KBI mid to end of April)	(Updated to be relevant every year) You asked - We Answered! KBI Q&A The History of How Pandemics Have Changed How We Live (ELA GCO 4, Health Self- Care 4, Science GCO 1, Science 34.0, Science 35.0, Science 41.0)	

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34.0 describe examples of modern technologies that did not exist in the past (GCO 1) 35.0 identify examples of scientific questions and technological problems that are currently being studied (GCO 1) 41.0 explore how science and technology have been used to solve problems in the home and at school (GCO 1) 43.0 describe instances where scientific ideas and discoveries have led to new inventions and applications (GCO 1) ELA GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts. Health- Self- Care 4. understand the purpose of immunization. Health - Consumer Health: 3. identify various sources of health-related information, 4. identify some of the factors that influence the selection of health products and services, and 5. access the health services in the community. Environmental Health: 1. recognize the importance of clean air and water for everyday life,	Canada's Interactions With The Global Community	Letter of Thanks From UNICEF Canada To You! (ELA GCO 4, Health Self- Care 4, Science GCO 1, Science 34.0, Science 35.0, Science 41.0) 01. World Health (Health-Consumer Health 4, 5) 02 Why Global Health Issues Require Cooperation (Health: Consumer Health 3, Environmental Health 1, 3, 4, 5) 03 Why Did the WHO Name Vaccine Hesitancy a Top 10 Issue? (Health:Self- Care 1, 2, 3, 4, 6) 04 Canada's Response to Vaccine Hesitancy at Home (Health: Self-Care 4, Consumer Health 3, 4, ELA GCO 5, 5.2 5.3, Social Studies: Culture and Diversity)	Unit Plan Overview - Literacy builder worksheet/answer guide - Lesson worksheet/answers - Video worksheet/answers - Numeracy activity - Inquiry activities

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3. understand the responsibility of governments, communities, families and individuals for maintaining an aesthetic and healthful environment, 4. describe how air and water pollution can be controlled and/or reduced, 5. recognize the potential health hazards of air and water contamination Health - Self Care 1. identify some chronic disorders such as allergies and asthma and some communicable diseases such as colds, flus and AIDS, 2. identify some ways to prevent the spread of communicable diseases, 3. know that the immune system is the body's defence against disease, 4. understand the purpose of immunization 6. rate personal health habits and practices in relation to caring for oneself ELA GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies. 5.2 analyze information from reliable and relevant sources ,5.3 organize information in a meaningful ways Social Studies - Culture and Diversity - recognize and respond in appropriate ways to stereotyping/discrimination • appreciate that there are different world views -appreciate the different approaches of cultures to meeting needs and wants	Scientific Curiosity and Vaccine Discoveries (suggested for April or “flu” season around November or school vaccinations if applicable)	05 Canada's Response to Vaccine Hesitancy Abroad (Health: Self-Care 4, Consumer Health 3, 4, ELA GCO 5, 5.2 5.3, Social Studies: Culture and Diversity) The Wonder of Scientific Curiosity (Health: Self-Care 4, Science 34.0, 41.0, 43.0) HPV Vaccine (Health: Self-Care 4, Science 34.0, 41.0, 43.0) Measles, The Comeback Kid! (Health: Self-Care 4, Science 34.0, 41.0, 43.0) Hepatitis B Vaccine (Health: Self-Care 4, Science 34.0, 41.0, 43.0) Varicella Chickenpox Vaccine (Health: Self-Care 4, Science 34.0, 41.0, 43.0)	Link to Lessons

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		Tdap Vaccine (Health: Self-Care 4, Science 34.0, 41.0, 43.0) Meningococcal (Meningitis) Vaccine (Health: Self-Care 4, Science 34.0, 41.0, 43.0)	

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.