KBI Curriculum Connections & Lesson Resources

Alberta

Grade 4

Use Lessons & Accompanying Materials for:

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

KIDS BOOST IMMUNITY™

KBI Learning Modules for Alberta Grade 4 Curriculum			
Curriculum Unit/Big Ideas/Outcomes/Competencies	**KBI Learning Module(s)**	**KBI Lesson Titles & Curriculum Expectations**	**Accompanying Unit/Lesson Plans**
ENGLISH LANGUAGE ARTS AND LITERATURE 4 **ORGANIZING IDEA Vocabulary: Understanding the meaning and formation of words facilitates oral communication, reading, and writing.** ***LEARNING OUTCOME:* Students expand vocabulary and analyze morphemes to communicate in multiple contexts.** ***Understanding*** ● *An extensive and varied vocabulary enhances effective communication in a variety of contexts.* ***Skills & Procedures*** ● *Confirm word meanings, spellings, or word choices, using a variety of digital or non-digital resources.* ***LEARNING OUTCOME:* Students investigate strategies and connections that support text comprehension.**	● 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. On each lesson title click on "View Unit/Lesson Plans"to see all the links to the resources. Unit/Lesson plans 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,	Click on Unit/Lesson Plan links below in this column to access all of the literacy building worksheets and answer guides. In addition, Unit/Lesson Plans include comprehension and critical/creative assignments and answer guides/marking rubrics.

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		there are comprehension worksheets and inquiry activities that explore topics in relation to self and others.	
Suggested for start of year to establish strong understanding & skills **ENGLISH LANGUAGE ARTS AND LITERATURE 4** **ORGANIZING IDEA Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.** ***LEARNING OUTCOME:* Students investigate strategies and connections that support text comprehension.** ***Knowledge*** ● *Inferencing involves multiple critical-thinking skills, including* • *considering cause-and-effect relationships* • *answering personal wonderings* • *combining information from various sources to draw conclusions* ***Understanding*** ● *Comprehension involves inferencing and relying on multiple critical-thinking skills when engaging with texts.* ***Skills & Procedures*** ● *Infer cause-and-effect relationships in texts.* ● *Combine information from various sources to draw conclusions.* **SCIENCE 4 ORGANIZING IDEA Scientific Methods: Investigation of the physical world is enhanced through the use of scientific methods that attempt to remove human biases and increase objectivity.**	• Critical Thinking & Evaluating Information	★ See **Column 1** for curriculum link to lessons. 01. The Power of the Story 02. How to Collect Trustworthy Information: The TRAAP Test 03. Primary & Secondary Sources 04. Thinking Critically About Information: Beware of Bias Part 1	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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LEARNING OUTCOME: **Students investigate evidence and reflect on its role in science.** ***Knowledge*** ● *Relevant data addresses the question that is being investigated.* ● *Some observations and data are not relevant to the question being investigated.* ● *All relevant data must be considered.* ● *Evidence is produced through the study and interpretation of data.* ***Understanding*** ● *Ongoing collection of evidence provides a way to expand and adjust previous knowledge.* ● *Reliability refers to consistency of data and evidence.* ● *Reliability of evidence can be affected by the amount of data collected and whether the data can be reproduced.* ● *Validity refers to how accurately data and evidence reflect what is supposed to be described or measured.* ***Knowledge*** ● *Data can be measured more accurately using tools or technology.* ***Understanding*** ● *Conclusions drawn during investigations must be based on reliable and valid evidence.*		05. Thinking Critically About Information: Beware of Bias Part 2 06. How to Test Ideas with Experiments: The Scientific Method	

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SCIENCE 4 ORGANIZING IDEA Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.
***LEARNING OUTCOME:* Students investigate the systems of Earth and reflect on how interconnections sustain life.**
Knowledge
● *Changes in one system that can impact another system include changes in*
  • *number of organisms*
  • *food sources*
  • *habitat*
  • *water distribution and cleanliness*
  • *weather patterns*
Understanding
● *Earth's systems are interconnected and can be impacted by small changes.*
Skills & Procedures
● *Explain how changes made to one system can have impacts to other systems*
***LEARNING OUTCOME* Students investigate the systems of Earth and reflect on how interconnections sustain life.**
Knowledge
● *Conservation is the preservation and protection of Earth's systems from pollution, depletion, or extinction.*
● *Conservation practices can be implemented in natural and human-made areas.*
Understanding
● *Conservation can impact land, natural resources, and organisms.*
Skills & Procedures
● *Investigate conservation practices in natural and human-made areas.*
	● Classifying Living Things	★ See **Column 1** for curriculum link to lessons.
		
		01. We Are Named For What We Eat
		
		02. Food Chain and Food Web
		
		03. Predator, Prey and Scavenger
		
		04. How Do We Help Conserve Species?
			Unit Plan Overview
			With links to lessons and the following resources:
			● Literacy builder worksheet/ answer guide
			● Lesson worksheet/answers
			● Video worksheet/answers
			● Numeracy activity/answers

	● Diversity of Living Things *Note: This is a Grade 6-7 learning module but fits the Grade 4 curriculum.	01. Living Things Can Be Classified By What They Eat - A Review	Unit Plan Overview With links to lessons and the following resources: ● Literacy builder worksheet/ answer guide ● Lesson worksheet/answers ● Video worksheet/answers ● Numeracy activity/answers

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SCIENCE 4 ORGANIZING IDEA *Living Systems*- Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.
***LEARNING OUTCOME:* Students analyze organisms and relate external structures to functions.**
Knowledge
● *Organisms are living things that respond to stimuli and include plants, humans, and other animals.*
● *Organisms can be classified in various ways, including by*
  • *appearance*
  • *habitat*
  • *structures*
Understanding
● *A variety of organisms live on Earth and have external structures that support various functions.*
Skills & Procedures
● *Find and classify local plants and animals based on appearance, habitat, and structures.*
		02. Classifying Living Things
		
		03. How Photosynthesis Helps Living Things
		
		04. Ecosystems & Biomes
		
		05. Past Extinctions Teach Us How to Work on Conservation	

SCIENCE 4 ORGANIZING IDEA: Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.
***LEARNING OUTCOME:* Students investigate the systems of Earth and reflect on how their interconnections sustain life.**
Knowledge
● *Earth scientists call Earth's systems the spheres, including the*
  • *lithosphere*
  • *atmosphere*
  • *hydrosphere*
  • *biosphere*
	● Environment and Climate Change	★ See **Column 1** for curriculum link to lessons
		
		01. What is Climate Change?
			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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• *The lithosphere*
  • *is the outer layers of Earth's surface*
  • *is made of rocks*
  • *contains soils and minerals that support life*
• *The atmosphere*
  • *is a gas layer that surrounds Earth*
  • *warms Earth's surface*
  • *reduces extremes of temperature*
  • *contains oxygen, which is used for breathing*
• *The hydrosphere is*
  • *all areas of Earth that are covered with water*
  • *necessary for sustaining life*
• *The biosphere includes all*
  • *life on Earth*
  • *regions of Earth where life is supported*
Understanding
• *Earth's systems interact with one another, resulting in environments that sustain life.*
Skills & Procedures
Make connections between human activity and Earth's systems.
Analyze the interconnectedness of Earth's systems.
Knowledge
• *Changes in one system that can impact another system include changes in*
  • *number of organisms*
  • *food sources*
  • *habitat*
  • *water distribution and cleanliness*
  • *weather patterns-Create a plan to implement a conservation practice in a local environment.*
Understanding
• *Earth's systems are interconnected and can be impacted by small changes.*
Skills & Procedures
• *Explain how changes made to one system can have impacts on another system.*
		02. Helping with the Problem of Climate Change
		
		03. My Community & Climate Change
		
		04. How Can Each Person Help?
		
		05. Our Health & Climate Change
		
		06. Positive Climate Stories About Making A Difference	

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Knowledge ● *Conservation is the preservation and protection of Earth 's systems from pollution, depletion, or extinction.* ***Understanding*** ● *Conservation can impact land, natural resources, and organisms.* ***Skills & Procedures*** ● *Investigate conservation practices in natural and human-made areas.* ***Knowledge*** ● *Conservation can be practised through personal actions, including .* • *use of electricity; e.g., turning off lights when leaving a room* • *use of water; e.g., taking shorter showers* • *reducing waste; e.g., using reusable packaging* ● *Conservation can be practised through community or global actions, such as* • *use of energy-efficient alternatives, e.g., solar panels* • *supplying water to support crops (irrigation)* ***Understanding*** ● *Conservation of Earth's systems involves personal, community, and global action.* ***Skills & Procedures*** ● *Describe examples of personal actions that contribute to conservation in daily life.* ***Knowledge*** ● *Water is a basic need for plants and animals.* ***Understanding*** ● *Caring for water and water sources is a shared responsibility.* ***Skills & Procedures*** ● *Demonstrate respect for water in the local environment.*			
SCIENCE 4 ORGANIZING IDEA Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions. ***LEARNING OUTCOME:* Students investigate the systems of Earth and reflect on how their interconnections sustain life.** ***Knowledge***	• Life on Turtle Island	★ See **Column 1** for curriculum link to lessons	Unit Plan Overview With links to lessons and the following resources: • Literacy builder worksheet/answer guide • Self reflection guide

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• *First Nations, Metis, and Inuit hold understandings of Earth systems that sustain life, including that all things are interconnected.*
Understanding
• *Earth's systems interact with one another, resulting in environments that sustain life.*
Skills & Procedures
• *Make connections between human activity and Earth's systems.*
• *Analyze the interconnectedness of Earth's systems.*
 	
SOCIAL STUDIES 4 ORGANIZING IDEA Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.
***LEARNING OUTCOME:* Students examine the role of the fur trade in the development of Canada.**
Knowledge
• *Through the fur trade, furs were shipped from North America to Europe, where supply was low, and manufactured goods were shipped from Europe to North America, where demand was high.*
• *Roles of First Nations, Métis, and Europeans that contributed to the fur trade included*
  • *hunters and trappers*
  • *interpreters and guides*
  • *clerks*
Understanding
• *Trade can contribute to social and economic change.*
Skills and Procedures
• *Model the fur trade's system of exchange.*
• *Discuss interactions between First Nations, Métis, and Europeans that occurred as part of the fur trade.*
	• Cooperation and Colonization	01. Why Terms Matter
		
		02. The Story of Sky Woman
		
		03. From Time Immemorial
		
		04. The Land and Its People
		
		05. Medicine From the Land
		
		★ See column 1 for curriculum link to lessons
		
		01. Contact with Europeans
			Unit Plan Overview
			With links to lessons and the following resources:
			• Literacy builder worksheet/answer guide
			• Self reflection guide

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SOCIAL STUDIES 4 ORGANIZING IDEA Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.
***LEARNING OUTCOME:* Students investigate changes in Canada's political boundaries.**
Knowledge
● *First Nations and Europeans made treaties with each other, such as the Two Row Wampum (Gasweñdah), to start a relationship of living side by side.*
Understanding
● Wars, rivalries, and treaties in Europe disrupted life in the colonies.
Skills and Procedures
● *Compare reasons for exploration and establishing colonies around the world.*
● *Discuss ways relationships were built between First Nations and Europeans.*
***LEARNING OUTCOME:* Students examine significant historical events that contributed to the formation of the country of Canada.**
Knowledge
● *Colonization involved European monarchs expanding empires by claiming land and establishing colonies on land already occupied by Indigenous peoples around the world, including in North America (imperialism).*
● *Colonists brought belief systems and ways of organizing society to the colonies, including*
  ● *religions*
  ● *leadership*
  ● *education*
		02. Treaties
		
		03. What is Colonization?
		
		04. The Indian Act	

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• *health care* **SOCIAL STUDIES 4 ORGANIZING IDEA Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.** ***LEARNING OUTCOME: Students examine the role of the fur trade in the development of Canada.*** ***Understanding*** • Trade can contribute to social and economic change.			
SOCIAL STUDIES 4 ORGANIZING IDEA Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society. ***LEARNING OUTCOME:* Students investigate rights and responsibilities in Canada.** ***Knowledge*** • Citizenship in Canada provides rights, such as the right to be treated equally regardless of difference. • *Citizenship in Canada carries responsibilities, such as contributing to the community, respecting the rights of others, and voting.* • *Citizens in Canada have rights, freedoms, and responsibilities.* ***Understanding*** • *Rights come with responsibilities.* ***Skills & Procedures*** • *Reflect on personal rights and responsibilities.*	• Canada's Three Levels of Government	★ See **Column 1** for curriculum link to lessons 01. Vocabulary About Government 02. Government - More Vocabulary 03. Government in Canada 04. Government Services	Unit Plan Overview With links to lessons and the following resources: • Literacy builder worksheet/answer guide • Lesson worksheet/answers • Numeracy activity/answers

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		05. The Municipal Government - Vocabulary 06. The Municipal Government - More Vocabulary 07. The Municipal Government 08. The Provincial Government 09. The Federal Government 10. Governments and Your Health 11. Government and the World - Reading a Map	

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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 02. Why Did The Influenza Pandemic Make WW1 Soldiers Sick? 03. Charles "Charlie" Henry Byce, Canadian Indigenous WW2 Hero 04. Blanche-Olive Lavallée: A Canadian Nurse in WW1	Lesson Plan/Activity

Theme - being kind and building leadership skills to help make a difference to others (December)
PHYSICAL EDUCATION & WELLNESS 4
ORGANIZING IDEA Growth and Development: Decision-making that optimizes personal health and well-being is informed by understanding growth and development.
***LEARNING OUTCOME:* Students explore various areas of development.**
Knowledge
• *Social-emotional changes include*
  • *self-confidence*
  • *emotions*
	• Winter Break - Spreading Kindness (available on KBI in December)	Winter Break - Spreading Kindness	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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• *social skills*
Understanding
• *Social-emotional factors influence positive mental health and well-being.*
Skills & Procedures
• *Social development includes developing an awareness of a variety of social and cultural contexts.*
Knowledge
• *Social development includes*
  • *expanding social networks*
  • *taking on new responsibilities*
  • *embracing new challenges*
Understanding
• *Social development helps build and maintain positive relationships.*
Skills & Procedures
• *Consider how to interact and respond to others in a variety of contexts and situations.*
			• Activity - Shape Poem

Theme - highlighting some key inspirational leaders during Black History Month as well as some experiences of refugees from different parts of the world (February)	• Black History Month (available on KBI in February)	01. What is Black History Month? 02. Anderson Ruffin Abbott - The First Black Canadian Doctor 03. Alice Ball: A New Treatment for Leprosy 04. Percy Lavon Julian - Inventor Extraordinaire	

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	• Refugee Experiences (suggested for February)	05. Henrietta Lacks: The First Immortal Cells 01. What does it mean to be a Refugee? 02. Refugee Camps 03. Refugee Rights 04. Refugee Rights and Healthcare	Unit Plan Overview With links to lessons and the following resources: • Lesson worksheet/answers • Inquiry activities
Celebrating Inspiring Women in STEM	• International Women's Day - Celebrating Inspiring Women in STEM (available on KBI in March)	Young Women & The Fight Against Climate Change Anna Wessels Williams - A Pioneer in Treating Infectious Disease Suzanne Simard - A Canadian Forest Scientist	Unit Plan Overview With links to lessons and the following resources: • Literacy builder worksheets/answer guides • Inquiry activities

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		Katherine Johnson - A Top Mathematician for NASA Roberta Bondar - The First Canadian Woman Astronaut The Women Behind The Pertussis Vaccine: Pearl Kendrick, Grace Eldering, and Loney Clinton Gordon Dr Theresa Tam - Canada's top health leader during the COVID-19 pandemic	
Understanding communicable diseases and how they are spread, and learning about immunization. Suggested during flu season, immunization awareness week, and school vaccinations (if applicable)	• Immunization Awareness Week (available on KBI mid to end of April)	(Updated to be relevant every year) You asked - We Answered! KBI Q&A (PHE C) The History of How Pandemics Have Changed How We Live (PHE C)	

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	• The Spread of Infectious Diseases (suggested for April or “flu” season around November or school vaccinations if applicable)	Letter of Thanks From UNICEF Canada To You! (PHE C) 01. What Are Infectious Diseases and How Do They Spread? 02. What Are Outbreaks, Epidemics, and Pandemics? 03. How Do Pandemics Affect People? 04. Online Misinformation: Fighting the Infodemic 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 The Wonder of Scientific Curiosity HPV Vaccine Measles Hepatitis B Vaccine Varicella Chickenpox Vaccine Tdap Vaccine Meningococcal (Meningitis) Vaccine How To Handle Your Vaccines Like a Champ	Link to Lessons

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