KBI Curriculum Connections & Lesson Resources

Alberta

Grade 6

Use Lessons & Accompanying Materials for:

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

KIDS BOOST IMMUNITY™

KBI Learning Modules for Alberta Grade 6 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 6 **ORGANIZING IDEA Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.** ***LEARNING OUTCOME:* Students apply and analyze conventions that support accuracy or enhance creative expression.**	• 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 plan(s) include adaptable language and literacy building activities such as vocabulary worksheets with phonetic structures, spelling exercises, matching definitions to vocabulary terms, sentence writing using vocabulary terms, and prefix/suffix exercises. In addition, there are comprehension worksheets and inquiry activities that explore topics in relation to self and others.	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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Suggested for early in school year to establish strategies & skills **SCIENCE 6 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.** ***LEARNING OUTCOME:* Students investigate and describe the role of explanation in science.** **Knowledge** ● *Scientific explanations make sense of natural phenomena based on an investigation.* ● *Scientific explanations must be testable (falsifiable) by an investigation that will either support or contradict the explanation.* ● *Hypotheses are proposed scientific explanations developed prior to conducting an investigation.* ● *Hypotheses are based on prior scientific knowledge and understandings.* ***Understanding*** ● *Explanations are used in science to answer scientific questions.* ***Skills & Procedures*** ● *Discuss the role of scientific explanations.* ● *Develop and test a hypothesis based on a scientific explanation.* ● *Evidence and scientific explanations are subject to further investigation to determine their validity.* ***Knowledge*** ● *Further investigation can involve a variety of processes, such as* ● *continual collection of evidence over time* ● *discussion and debate in the scientific community* ● *conducting multiple investigations over long periods of time* ● *using new technologies and methods that reveal new evidence* ***Understanding***	• 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 05. Thinking Critically About Information: Beware of Bias Part 2 06. How to Test Ideas with Experiments: The Scientific Method	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 • Science Experiment - Terms and Activity • Numeracy activity/answers

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• *Science is a self-correcting way of knowing about the world, where new evidence can change understandings and explanations.*
Skills & Procedures
• *Discuss processes that can be used to validate evidence and explanations.*
Knowledge
• *Scientific experiments performed with objectivity and a high level of accuracy produce trustworthy evidence to support explanations.*
Understanding
• *Scientific explanations are constructed using reliable, objective data and evidence.*
Skills & Procedures
• *First Nations, Métis, and Inuit share explanations of natural phenomena through*
  • *written texts*
  • *traditional knowledge*
  • *visual forms*
  • *stories and legends*
• *Scientific explanations can incorporate a variety of texts, such as*
• *visual forms; e.g., graphs, tables, flow charts, diagrams, and models*
• *written texts; e.g., research papers*
• *verbal presentations; e.g., stories and discussions*
	• Germs, The Body's Defense System, & How Vaccines Help	01. New Diseases on Turtle Island
		
		02. What Are Germs?
		
		03. What Can Stop The Spread of Infections?
		
		04. What is The Immune System?
		
		05. What Are Vaccines and How Do They Work?
		
		06. How Effective Are Vaccines?
		
		07. Safety First! How Vaccines Are Developed, Approved and Monitored
		
		08. The Hummingbird Vaccine
			Lesson Plan
			• Lesson worksheet/answers
			• Inquiry activities

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SCIENCE 6 ORGANIZING IDEA Living Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.
***LEARNING OUTCOME:* Students investigate the characteristics and components of and interactions within ecosystems.**
Knowledge
● *Ecosystems are complex systems of biotic and abiotic components.*
● *Biotic components of an ecosystem include plants, animals, and micro-organisms.*
● *Abiotic components of an ecosystem include*
  ● *energy from the Sun*
  ● *water*
  ● *soil*
  ● *air*
● *All components of an ecosystem influence each other either directly or indirectly; e.g.,*
  ● *animals rely on plants for food*
  ● *plants need water to grow*
  ● *energy from the Sun affects temperature*
  ● *decomposers help return nutrients to the soil*
● *Characteristics of ecosystems that affect diversity of organisms include*
  ● *geographic location, including climate patterns, landforms, and water sources*
  ● *size, from very small to very large*
  ● *complexity, including number and types of plants and animals*
● *Plants carry out the process of photosynthesis, which uses light, water, and carbon dioxide to produce oxygen and food in the form of sugar (glucose).*
	• Diversity of Living Things	★ See column 1 for curriculum link to lessons.
		
		01. Living Things Can Be Classified By What They Eat
		
		02. Classifying Living Things
		
		03. How Photosynthesis Helps Living Things
		
		04. Ecosystems & Biomes
		
		05. Past Extinctions Teach Us How to Work on Conservation
			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

	• Environment & Climate Change	01. What Is Climate Change? 02. Helping with the Problem of Climate Change	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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• *Plants and animals use the oxygen that is released during photosynthesis for respiration.*
• *Chlorophyll in plants collects light needed for photosynthesis.*
Understanding
• *Earth's systems are interconnected and can be impacted by small changes.*
 	
SCIENCE 6 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 climate, changes in climate, and the impact of climate change on Earth.**
Knowledge
• *Earth's systems interact with the Sun and each other to impact climate in various ways, including*
  • *clouds reflecting sunlight into space*
  • *greenhouse gases trapping heat from the Sun*
  • *ice reflecting light from the Sun*
• *Changes in climate can be caused by human activities, including industrialization and pollution.*
• *The release of greenhouse gases into the atmosphere contributes to the warming of Earth.*
• *Personal actions that can help address human causes of global climate change include*
  • *reducing personal consumption and waste*
Understanding
• *Complex interactions between humans, Earth's systems, and the Sun can impact climate and climate change.*
Skills & Procedures
		03. My Community & Climate Change
		
		04. How Can Each Person Help?
		
		05. Our Health & Climate Change
		
		06. Positive Climate Stories About Making A Difference
			• Inquiry activities/answer guides
			• Numeracy activity/answers

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• *Relate impacts of natural processes and human activities on climate change.*
• *Identify personal actions that may affect global climate change.*
Knowledge
• *Climate change can affect*
  • *weather and extreme weather events*
  • *migration patterns*
  • *water resources*
  • *frequency of forest fires*			

SOCIAL STUDIES 6 ORGANIZING IDEA Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.
***LEARNING OUTCOME:* Students investigate ways to learn about the world and take action for change.**
Knowledge
• *The study of historical issues and events, such as those in ancient civilizations and empires, can provide insight into contemporary issues and events, for example,*
  • *the evolution of technology*
  • *the economic impact of exploration and trade*
  • *the successes and failures of social and government systems*
• *Informed citizens seek information from multiple sources that present various perspectives on issues and events. Consideration of various perspectives can support development of empathy for the actions and values of others.*
• *Informed citizens can respond to issues and events by taking actions, such as sharing information, collecting donations, volunteering, and changing personal behaviours.*
Understanding
	• Canada's Interactions with the Global Community	01 World Health
		
		02 Reading a Map: Latitude and Longitude
		
		03 Why Global Health Issues Require Cooperation
		
		04 Why Did the WHO Name Vaccine Hesitancy a Top 10 Issue?
		
		05 Canada's Response to Vaccine Hesitancy at Home
		
		06 Canada's Response to Vaccine Hesitancy Abroad
			Unit Plan Overview
			With links to lessons and the following resources:
			• Literacy builder worksheet/answer guide
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• *Informed citizenship is empowering.* ***Skills & Procedures*** • *Relate historical issues and events to contemporary issues and events.* • *Compare perspectives about an issue or event.* • *Investigate an event or issue using multiple sources.* • *Describe opportunities of informed citizenship.*		07 Case Study: Preventing Cancer with a Vaccine – Canada vs Rwanda	

PHYSICAL & WELLNESS EDUCATION 6 ORGANIZING IDEA
Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development.
LEARNING OUTCOME: **Students examine physical, social, personal, and environmental factors connected to maturation during adolescence.**
Knowledge
• Maturation can be supported through decision making related to personal and environmental factors, such as
  • stress reduction
  • mental health
	• Social & Emotional Learning	Taking a Break is Important Too!	

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?	Lesson Plan/Activity

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		03. Charles “Charlie” Henry Byce, Canadian Indigenous WW2 Hero 04. Blanche-Olive Lavallée: A Canadian Nurse in WW1	
Being kind and building leadership skills to help make a difference to others (December)	• 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 • 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	

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		03. Alice Ball: A New Treatment for Leprosy 04. Percy Lavon Julian - Inventor Extraordinaire 05. Henrietta Lacks: The First Immortal Cells	
	• Refugee Experiences (suggested for February)	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 (November), and/or immunization awareness week (late April).	• 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 Letter of Thanks From UNICEF Canada To You!	

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	• The Spread of Infectious Diseases (suggested for either April or the winter flu season in November)	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? 06. A Great Way to Prevent Infectious Diseases Is in Your Hands	Link to Lessons
	• Scientific Curiosity and Vaccine	The Wonder of Scientific Curiosity	Unit Plan Overview

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	Discoveries (suggested for April or "flu" season around November or school vaccinations if applicable)	HPV Vaccine Measles Hepatitis B Vaccine Varicella/Chickenpox Vaccine Tdap Vaccine Meningococcal (Meningitis) Vaccine How To Handle Your Vaccines Like a Champ	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

- 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