

# KBI Curriculum Connections & Lesson Resources

Quebec

## Secondary III (Grade 9)

Use Lessons & Accompanying Materials for:

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



## KBI Learning Modules for Quebec Secondary III (Grade 9) Curriculum

Curriculum Unit/Big Ideas/Outcomes/Competencies	KBI Learning Module(s)	KBI Lesson Titles & Curriculum Expectations	Accompanying Unit/Lesson Plans
<b>PHYSICAL EDUCATION AND HEALTH</b>			
<b>Physical Education and Health - Curriculum Competency</b>  <b><i>Adopts a healthy, active lifestyle</i></b> <ol style="list-style-type: none"> <li><b>Planning:</b> Develop a plan to maintain or change two personal lifestyle habits by summarizing facts about current habits, identifying personal preferences, setting realistic objectives, and using various resources.</li> <li><b>Implementation:</b> Apply the strategy to improve or maintain the selected habits, utilizing necessary resources, persevering in the effort, and tracking changes.</li> <li><b>Evaluation:</b> Assess the effectiveness of the plan by measuring fitness levels, judging whether goals were met, analyzing successes and challenges, reconsidering strategies, acknowledging accomplishments, and making decisions based on the evaluation.</li> </ol>	<ul style="list-style-type: none"> <li>Critical Thinking &amp; Evaluating Information</li> </ul>	01. The Power of the Story (Physical Education & Health CC)  02. How to Collect Trustworthy Information: The CRAAP Test (Physical Education & Health CC)  03. Primary and Secondary Sources (Physical Education & Health CC)  04. Lateral Reading (Physical Education & Health CC)  05. Thinking Critically about Information: Beware of Bias (Physical Education & Health CC)  06. How to Test Ideas by Creating Experiments: The Scientific Method (Physical Education & Health CC)  07. Thinking Critically about Experiments: Correlation vs Causation (Physical Education & Health CC)	<a href="#"><u>Unit Plan Overview</u></a> With links to lessons and the following resources: <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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	<ul style="list-style-type: none"> <li>Navigating the World of Online (Mis)Information</li> </ul>	01. DHMO - The Silent Threat (Physical Education & Health CC)  02. How Do We Know Things About the World? (Physical Education & Health CC)  03. Learn to Critically Ignore (Physical Education & Health CC)  04. Tactics that Make Information Feel True (Physical Education & Health CC)  05. Practice Identifying Features that Make Misinformation Feel Believable (Physical Education & Health CC)  06. Pay Attention to How the News Makes You Feel (Physical Education & Health CC)	<a href="#">Unit Plan Overview</a> With links to lessons and the following resources <ul style="list-style-type: none"> <li>Inquiry activities</li> </ul>
<b>SCIENCE</b>			
<b>Science and Technology – Curriculum Competency</b>  <i>Seeks answers or solutions to scientific or technological problems</i>	<ul style="list-style-type: none"> <li>Environment &amp; Climate Change</li> </ul>	01. Natural Interdependent Systems (Science & Technology CC, GC)	<a href="#">Unit Plan Overview</a> With links to lessons and the following resources <ul style="list-style-type: none"> <li>Literacy builder worksheet/answer guide</li> <li>Lesson worksheet/answers</li> </ul>

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<ol style="list-style-type: none"> <li><b>Problem Definition:</b> Understands and reframes the problem using scientific concepts, proposing possible solutions.</li> <li><b>Action Plan:</b> Explores options, selects a solution, identifies resources, and plans implementation steps.</li> <li><b>Analysis:</b> Identifies patterns, evaluates the solution, connects results to concepts, and suggests improvements.</li> <li><b>Execution:</b> Follows the plan, using appropriate techniques, testing if needed, and gathering data, while adjusting as necessary.</li> </ol> <p><b>Science and Technology - General Concepts</b> Matter cycles within biotic and abiotic components of ecosystems</p> <ul style="list-style-type: none"> <li>human impacts on sources and sinks</li> <li>e.g., climate change, deforestation, agriculture, etc.</li> <li>bioaccumulation and biomagnification within biotic and abiotic components of ecosystems</li> </ul> <p>Sustainability of systems</p> <ul style="list-style-type: none"> <li>a systems approach to sustainability sees all matter and energy as interconnected and existing in dynamic equilibrium</li> <li>e.g., carbon as a key factor in climate change, greenhouse effect, water cycle, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking &amp; Evaluating Information</li> </ul>	<p>02. What is Climate Change? (Science &amp; Technology CC, GC)</p> <p>03. Our Environment &amp; Air Quality (Science &amp; Technology CC, GC)</p> <p>04. Our Environment &amp; Water Access (Science &amp; Technology CC, GC)</p> <p>05. Our Environment &amp; Biodiversity (Science &amp; Technology CC, GC)</p> <p>06. Our Health &amp; Climate Change (Science &amp; Technology CC, GC)</p> <p>01. The Power of the Story (Science &amp; Technology CC, GC)</p> <p>02. How to Collect Trustworthy Information: The CRAAP Test (Science &amp; Technology CC, GC)</p> <p>03. Primary and Secondary Sources (Science &amp; Technology CC, GC)</p>	<ul style="list-style-type: none"> <li>Video worksheet/answers</li> <li>Inquiry activities/answer guides</li> <li>Numeracy activity/answers</li> </ul> <p><u><a href="#">Unit Plan Overview</a></u> 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>04. Lateral Reading (Science &amp; Technology CC, GC)</p> <p>05. Thinking Critically about Information: Beware of Bias (Science &amp; Technology CC, GC)</p> <p>06. How to Test Ideas by Creating Experiments: The Scientific Method (Science &amp; Technology CC, GC)</p> <p>07. Thinking Critically about Experiments: Correlation vs Causation (Science &amp; Technology CC, GC)</p>	
<b>SOCIAL STUDIES</b>			
<b>Social Sciences - Curriculum Competency</b> <i>Characterizes a period in the history of Québec and Canada</i> <ol style="list-style-type: none"> <li><b>Establishes Historical Facts:</b> Retraces events, considers societal aspects, and identifies key historical figures and their actions.</li> <li><b>Chronology:</b> Establishes the sequence of events using chronological reference points.</li> <li><b>Geographical Features:</b> Determines territorial boundaries, identifies natural features, and finds evidence of settlement.</li> </ol>	<ul style="list-style-type: none"> <li>Life on Turtle Island</li> </ul>	<p>01. Guidelines for Using Respectful Language (Social Sciences CC, GC)</p> <p>02. Viewing the World: Sky Woman's Story (Social Sciences CC, GC)</p> <p>03. The Diverse Communities of Turtle Island (Social Sciences CC, GC)</p>	<a href="#"><u>Holistic Reflection Activity</u></a>

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<p><b><i>Interprets a social phenomenon</i></b></p> <ol style="list-style-type: none"> <li><b>Defines the Object of Interpretation:</b> Identifies context, considers societal aspects, and formulates tentative explanations.</li> <li><b>Analyzes Social Phenomenon:</b> Establishes changes and continuities, identifying causes and consequences.</li> <li><b>Ensures Validity:</b> Distinguishes intentions, values, and beliefs, while considering alternative interpretations.</li> </ol> <p><b>Social Sciences - General Concept</b>  The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world  Sample topics:</p> <ul style="list-style-type: none"> <li>impact of treaties on First Peoples (e.g., numbered treaties, Vancouver Island treaties)</li> <li>impact of the Indian Act, including reservations and the residential school system</li> <li>interactions between Europeans and First Peoples</li> </ul> <p>Key questions:</p> <ul style="list-style-type: none"> <li>What were the motivations for imperialism and colonialism during this period?</li> <li>What role does imperialism and colonialism from this period have on events in present-day Canada and around the world?</li> </ul> <p>Discriminatory policies, attitudes, and historical wrongs  Sample topics:</p>		<p>04. Interactions &amp; Exchanges (Trade &amp; Treaties) (Social Sciences CC, GC)</p> <p>05. Colonialism &amp; Control (Social Sciences CC, GC)</p> <p>06. Impacts &amp; Injustices of the Indian Act (Social Sciences CC, GC)</p> <p>07. Chief North Removes Indian Agent at Bunibonibee (Social Sciences CC, GC)</p>	

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<ul style="list-style-type: none"> <li>discriminatory policies toward First Peoples, such as the Indian Act, potlatch ban, residential schools</li> <li>social history</li> <li>gender issues</li> <li>responses to discrimination in Canada</li> </ul>			
Curriculum-Related Themes Throughout the Year			
<p><b>Reflecting on hardships and courage during WWII (November)</b></p> <p><b>English Language Arts- Curriculum Competency</b>  <i>Reads and listens to written, spoken and media texts</i></p> <ol style="list-style-type: none"> <li><b>Making Sense of Texts:</b> Uses reading strategies, prior experience, and genre features to understand texts, reading for both pleasure and learning, while developing research and organizational skills.</li> <li><b>Discussing Texts:</b> Engages in classroom discussions to deepen understanding, connect personal experiences with the text, and refine interpretations, sharing insights in teacher-student conferences.</li> <li><b>Interpreting Texts:</b> Analyzes the impact of a text on personal understanding, using reading strategies to support interpretations that blend personal and textual worlds.</li> </ol>	<ul style="list-style-type: none"> <li>Remembrance Day / Veterans Day / Armistice Day (available on KBI in November)</li> </ul>	<p>01 Soldiers Not Only Fought the War, They Fought Diseases Too (ELA CC, Social Sciences CC)</p> <p>02 Why Were Soldiers in WW1 Vulnerable to the Influenza Pandemic? (ELA CC, SS CC)</p> <p>03 Charles “Charlie” Henry Byce, Canadian Indigenous WW2 Hero (ELA CC, SS CC)</p> <p>04 - Blanche-Olive Lavallée: The Dangerous Work of Nurses in WWI (ELA CC, SS CC)</p>	<a href="#">Lesson Plan/Activity</a>

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<b>Social Sciences - Curriculum Competency</b> <i>Characterizes a period in the history of Québec and Canada</i> <ol style="list-style-type: none"> <li><b>Establishes Historical Facts:</b> Retraces events, considers societal aspects, and identifies key historical figures and their actions.</li> <li><b>Chronology:</b> Establishes the sequence of events using chronological reference points.</li> <li><b>Geographical Features:</b> Determines territorial boundaries, identifies natural features, and finds evidence of settlement.</li> </ol>			
<b>Reflecting on leadership qualities that foster kindness (December)</b>  <b>English Language Arts- Curriculum Competency</b> <i>Reads and listens to written, spoken and media texts</i> <ol style="list-style-type: none"> <li><b>Making Sense of Texts:</b> Uses reading strategies, prior experience, and genre features to understand texts, reading for both pleasure and learning, while developing research and organizational skills.</li> <li><b>Discussing Texts:</b> Engages in classroom discussions to deepen understanding, connect personal experiences with the text, and refine interpretations, sharing insights in teacher-student conferences.</li> </ol>	<ul style="list-style-type: none"> <li>Christmas in No Man's Land - Reflecting on Kindness (available on KBI in December)</li> </ul>	01. Christmas in No Man's Land - Reflecting on Kindness (ELA CC, CCQ)	<a href="#">Lesson Plan</a> With a link to the lesson and the following resources: <ul style="list-style-type: none"> <li>Inquiry/creative activities</li> </ul>



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<p>3. <b>Interpreting Texts:</b> Analyzes the impact of a text on personal understanding, using reading strategies to support interpretations that blend personal and textual worlds.</p> <p><b>Social Studies - Curriculum Competency</b>  <i>Characterizes a period in the history of Québec and Canada</i></p> <p>1. <b>Establishes Historical Facts:</b> Retraces events, considers societal aspects, and identifies key historical figures and their actions.</p> <p>2. <b>Chronology:</b> Establishes the sequence of events using chronological reference points.</p> <p>3. <b>Geographical Features:</b> Determines territorial boundaries, identifies natural features, and finds evidence of settlement.</p>			
<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>English Language Arts- Curriculum Competency</b>  <i>Reads and listens to written, spoken and media texts</i></p> <p>1. <b>Making Sense of Texts:</b> Uses reading strategies, prior experience, and genre features to understand texts, reading for both</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? (ELA CC, Social Sciences CC)</p> <p>02 Anderson Ruffin Abbott - The First Black Canadian Doctor (ELA CC, Social Sciences CC)</p> <p>03 - Alice Ball: A New Treatment for Leprosy (ELA CC, Social Sciences CC)</p>	

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<p>pleasure and learning, while developing research and organizational skills.</p> <p>2. <b>Discussing Texts:</b> Engages in classroom discussions to deepen understanding, connect personal experiences with the text, and refine interpretations, sharing insights in teacher-student conferences.</p> <p>3. <b>Interpreting Texts:</b> Analyzes the impact of a text on personal understanding, using reading strategies to support interpretations that blend personal and textual worlds.</p> <p><b>Social Sciences - Curriculum Competency</b>  <i>Characterizes a period in the history of Québec and Canada</i></p> <p>1. <b>Establishes Historical Facts:</b> Retraces events, considers societal aspects, and identifies key historical figures and their actions.</p> <p>2. <b>Chronology:</b> Establishes the sequence of events using chronological reference points.</p> <p>3. <b>Geographical Features:</b> Determines territorial boundaries, identifies natural features, and finds evidence of settlement.</p>	<ul style="list-style-type: none"> <li>Refugee Experiences (suggested for February)</li> </ul>	<p>04 Percy Lavon Julian - Inventor Extraordinaire (ELA CC, Social Sciences CC)</p> <p>05 Henrietta Lacks: The First Immortal Cells (ELA CC, Social Sciences CC)</p> <p>06 Kizzmekia Corbett: Creating a COVID-19 Vaccine (ELA CC, Social Sciences CC)</p> <p>07 Tedros Adhanom Ghebreyesus - The First Black Director-General of the WHO (ELA CC, Social Sciences CC)</p> <p>01 Refugees Around The World (ELA CC, Social Sciences CC)</p> <p>02 Global Activists &amp; NGOs (ELA CC, Social Sciences CC)</p> <p>03 Refugees and Health (ELA CC, Social Sciences CC)</p> <p>04 Challenges To Public Support (ELA CC, Social Sciences CC)</p>	<p><a href="#">Unit Plan Overview</a>            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>

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<p><b>Celebrating inspiring women in STEM (March)</b></p> <p><b>English Language Arts- Curriculum Competency</b>  <i>Reads and listens to written, spoken and media texts</i></p> <ol style="list-style-type: none"> <li><b>Making Sense of Texts:</b> Uses reading strategies, prior experience, and genre features to understand texts, reading for both pleasure and learning, while developing research and organizational skills.</li> <li><b>Discussing Texts:</b> Engages in classroom discussions to deepen understanding, connect personal experiences with the text, and refine interpretations, sharing insights in teacher-student conferences.</li> <li><b>Interpreting Texts:</b> Analyzes the impact of a text on personal understanding, using reading strategies to support interpretations that blend personal and textual worlds.</li> </ol> <p><b>Social Studies - Curricular Competency</b>  <i>Characterizes a period in the history of Québec and Canada</i></p> <ol style="list-style-type: none"> <li><b>Establishes Historical Facts:</b> Retraces events, considers societal aspects, and identifies key historical figures and their actions.</li> <li><b>Chronology:</b> Establishes the sequence of events using chronological reference points.</li> </ol>	<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 (ELA CC, Science &amp; Technology GC, CCQ)</p> <p>Anna Wessels Williams - A Pioneer in Treating Infectious Disease (ELA CC, Science &amp; Technology GC, CCQ)</p> <p>Suzanne Simard - A Canadian Forest Ecologist and Conservation Scientist (ELA CC, Science &amp; Technology GC, CCQ)</p> <p>Katherine Johnson - A Top Mathematician for NASA (ELA CC, Science &amp; Technology GC, CCQ)</p> <p>Roberta Bondar - The First Canadian Woman Astronaut (ELA CC, Science &amp; Technology GC, CCQ)</p> <p>The Women Behind The Pertussis Vaccine: Pearl Kendrick, Grace Eldering, and Loney Clinton Gordon (ELA CC, Science &amp; Technology GC, CCQ)</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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3. <b>Geographical Features:</b> Determines territorial boundaries, identifies natural features, and finds evidence of settlement.		Dr. Theresa Tam - Canada's Top Health Leader During the COVID-19 Pandemic (ELA CC, Science & Technology GC, CCQ)	
<p><b>Understanding communicable diseases and how they are spread, and learning about immunization. Suggested during flu season, immunization awareness week, and school vaccinations (if applicable)</b></p> <p><b>Science and Technology – General Concept</b>  <b><i>The Living World</i></b>                      The focus is on how human body systems sustain life. The key concepts include cell division, the organization of cells, and the functions of systems related to nutrition, relationships, and reproduction. Rather than an in-depth study, the emphasis is on understanding how these systems interrelate. The theme "The Human Organism" integrates these concepts, using examples like the sense of sight to connect and apply knowledge across different areas.</p>	<ul style="list-style-type: none"> <li>Immunization Awareness Week (available on KBI mid to end of April)</li> <li>The Spread of Infectious Diseases (suggested for April)</li> </ul>	<p>(Updated to be relevant every year)</p> <p>You asked - We Answered! KBI Q&amp;A (Science &amp; Technology GC)</p> <p>The History of How Pandemics Have Changed How We Live (Science &amp; Technology GC)</p> <p>The History of Pandemics: How Do They End? (Science &amp; Technology GC)</p> <p>Letter of Thanks From UNICEF Canada To You! (Science &amp; Technology GC)</p> <p>01. What Are Infectious Diseases and How Do They Spread? (Science &amp; Technology GC)</p>	<p><a href="#">Link to Lessons</a></p>

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	<p>or “flu” season around November)</p> <ul style="list-style-type: none"> <li>Scientific Curiosity and Vaccine Discoveries (suggested for April or “flu” season around November or</li> </ul>	<p>02. What Are Outbreaks, Epidemics, and Pandemics? (Science &amp; Technology GC)</p> <p>03. How Do Pandemics Affect People? (Science &amp; Technology GC)</p> <p>04. Online Misinformation: Fighting the Infodemic (Science &amp; Technology GC)</p> <p>05. What Are Disease Variants? (Science &amp; Technology GC)</p> <p>06. A Great Way to Prevent Infectious Diseases Is in Your Hands (Science &amp; Technology GC)</p> <p>The Wonder of Scientific Curiosity (SC GC)</p> <p>HPV Vaccine (SC GC)</p> <p>Measles (Science &amp; Technology GC)</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 worksheets/answer guides</li> <li>Inquiry activities</li> </ul>

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	school vaccinations if applicable)	Hepatitis B Vaccine (Science & Technology GC)  Varicella Chickenpox Vaccine (Science & Technology GC)  Tdap Vaccine (Science & Technology GC)  Meningococcal (Meningitis) Vaccine (Science & Technology GC)  How To Handle Your Vaccines Like a Champ (Science & Technology GC)	

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

### ***Additional lesson information and assessment suggestion***

#### **Lesson Quizzes**

- To do quizzes, teachers have two options:
  - Make a class and complete the lesson quiz on behalf of a class after collecting responses from students. See [Kids OFFLINE Mode](#).
  - 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.