



PIE GRADE NINE STUDENT LEARNING PLAN

Name:



- It is expected that all students will be striving to meet the BC Ministry of Education learning standards specific to the subject and grade indicated on this form
- The learning standards can be found at the following website <https://curriculum.gov.bc.ca/curriculum>
- Assessment will consist of two formal learning updates and one formal summary of learning (previously called report cards) and at least two informal updates (which could include conferences with a teacher, and phone calls or emails from a teacher)

Subject	Topics	Planned Strategies & Resources	Changes
Language Arts (2016 Big Ideas)	<ul style="list-style-type: none"> • Language and text can be a source of creativity and joy. • Exploring text and story helps us understand ourselves and make connections to others and to the world. • Exploring and sharing multiple perspectives extends our thinking. • Developing our understanding of how language works allows us to use it purposefully. • Texts are created for different purposes and audiences. • Synthesizing the meaning from different texts and ideas helps us create new understandings. 		
Mathematics (2016 Big Ideas)	<ul style="list-style-type: none"> • Numbers can be represented in many forms and reflect different relationships. • Numeracy helps us to see patterns, communicate ideas, and solve problems. • Patterns allow us to see relationships and develop generalizations. • Geometry and measurement empower us to make meaning of the world. • We can apply mathematics to inquiry questions and use it to communicate information and data. • Data enable us to draw conclusions and make predictions in an unstable world. 		
Social Studies (2016 Big Ideas)	<ul style="list-style-type: none"> • Emerging ideas and ideologies profoundly influence societies and events. • The physical environment influences the nature of political, social, and economic change. • Disparities in power alter the balance of relationships between individuals and between societies. • Collective identity is constructed and can change over time. 		
Science (2016 Big Ideas)	<ul style="list-style-type: none"> • Cells are derived from cells • The electron arrangement of atoms impacts their chemical nature. • Electricity is the flow of electrons. • The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them. 		

Physical and Health Education (2016 Big Ideas)	<ul style="list-style-type: none"> • Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. • Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle. • Healthy choices influence our physical, emotional, and mental well-being. • Healthy relationships can help us lead rewarding and fulfilling lives. • Advocating for the health and well-being of others connects us to our community. 		
Arts Education (2016 Big Ideas)	<ul style="list-style-type: none"> • Identity is explored, expressed, and impacted through arts experiences. • The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures. • Creative arts experiences can build community and nurture relationships with others • Dance, drama, music, and visual arts use their own unique sensory language for creating and communicating 		
Core French (2016 Big Ideas) OPTIONAL	<ul style="list-style-type: none"> • Listening and viewing with intent strengthens our understanding and acquisition of French • I am capable of expressing myself and having meaningful conversations in French. • Stories give us unique ways to interpret and share knowledge, thoughts, and feelings. • Acquiring French provides opportunities to explore our own cultural identity from a new perspective. • Creative works are an expression of culture. 		
Applied Design, Skills, and Technologies (2016 Big Ideas)	<ul style="list-style-type: none"> • Social, ethical, and sustainability considerations impact design. • Complex tasks require the sequencing of skills. • Complex tasks require different technologies and tools at different stages. <p>This is a yearlong course that includes one or more of the following topics: Drafting, Electronics and Robotics, Entrepreneurship and Marketing, Food Studies, Information and Communication Technologies, Media Arts, Metalwork, Power Technology, Textiles, Woodwork</p>		
Career Education (2016 Big Ideas)	<ul style="list-style-type: none"> • Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals. • The value of work in our lives, communities, and society can be viewed from diverse perspectives. • Achieving our learning goals requires effort and perseverance. • Adapting to economic and labour market changes requires flexibility. • Our career paths reflect the personal, community, and educational choices we make. 		

Roles of PIE Staff, Parents & Students

Role of PIE Admin:

- act as liaisons between enrolled families and the school district
- advise families and PIE teachers on the development of Student Learning Plans
- organize and direct activities and field trips
- oversee the provision of invigilated online courses quizzes and tests and make arrangements for student participation in provincial assessments
- approve curricular materials
- approve and supervise delivery of coursework
- provide families with information via email and newsletters
- answer questions or concerns about the program.

Role of the PIE Teacher:

- collaborate with parents, and when appropriate students, to develop Student Learning Plans
- perform student assessments
- organize and direct activities and field trips
- supervise delivery of coursework
- assist parents when problems with progress or materials arise
- maintain regular contact with enrolled families.

Role of the Learning Support Teacher (LST):

- collaborate with parents, students and teachers to develop Inclusive Education Plans (IEPs) for students with disabilities and diverse abilities

- collaborate with families to organize the learning supports needed to support each student's designation
- collaborate with the PIE administrators to oversee the learning support funding for each designated student throughout the year
- support teachers and families of students with designations throughout the year with any challenges, changes, needs, etc.
- provide support and perform standardized achievement assessments, as required, for students referred to the learning support department

Role of the PIE Parent(s)/Caregiver(s):

- collaborate with PIE staff, and when appropriate students, to develop Student Learning Plans
- request help from staff if problems with progress or materials arise
- maintain regular contact with staff to continually support and document student progress
- participate in home visits and/or provide portfolios of student work for assessment

Role of the PIE Student:

- when appropriate, participate in the development of Student Learning Plans
- request help from parent(s) and/or their teacher when they need it
- work to the best of their ability to demonstrate their learning in all of their required areas of study

Parent signature:

Teacher Signature:

Date signed by parent:

Completion Date: June 20