



PIE GRADE SIX STUDENT LEARNING PLAN

- 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 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. 		

<p>Social Studies (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Economic self-interest can be a significant cause of conflict among peoples and governments. • Complex global problems require international cooperation to make difficult choices for the future. • Systems of government vary in their respect for human rights and freedoms • Media sources can both positively and negatively affect our understanding of important events and issues. 		
<p>Science (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment. • Everyday materials are often homogeneous solutions and heterogeneous mixtures • Newton’s three laws of motion describe the relationship between force and motion. • The solar system is part of the Milky Way, which is one of billions of galaxies. 		
<p>Physical and Health Education (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Daily physical activity enables us to practice skillful movement and helps us develop personal fitness. • Physical literacy and fitness contribute to our success in and enjoyment of physical activity. • We experience many changes in our lives that influence how we see ourselves and others. • Healthy choices influence our physical, emotional, and mental well-being. • Learning about similarities and differences in individuals and groups influences community health. 		
<p>Arts Education (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Engaging in creative expression and experiences expands people’s sense of identity and community. • Artistic expressions differ across time and place. • Dance, drama, music, and visual arts are each unique languages for creating and communicating. • Experiencing art is a means to develop empathy for others’ perspectives and experiences 		

<p>Core French (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Listening and viewing with intent help us understand a message. • Language learners use strategies to help them understand and acquire language. • Meaningful communication is possible in French using simple, high-frequency words and patterns. • With basic French, we can describe important people in our lives. • Stories allow us to understand ideas in a meaningful way. • Learning about a Francophone community helps us develop cultural awareness. 		
<p>Applied Design, Skills, and Technologies (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Design can be responsive to identified needs. • Complex tasks require the acquisition of additional skills. • Complex tasks may require multiple tools and technologies <p>Students choose three of the following:</p> <p>Computational Thinking, Computers and Communications Devices, Digital Literacy, Drafting, Entrepreneurship and Marketing, Food Studies, Media Arts, Metalwork, Power Technology, Robotics, Textiles, Woodwork</p>		
<p>Career Education (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community. • Our personal digital identity forms part of our public identity. • Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace. • Leadership represents good planning, goal-setting, and collaboration. • Safe environments depend on everyone following safety rules. • New experiences, both within and outside of school, expand our career skill set and options. 		

Role of the PIE Student

- when appropriate, participate in the development of Student Learning Plans (SLPs)
- request help from their home facilitator (parents/caregivers) and/or their teacher when they need it
- work to the best of their ability in all of their required areas of study
- learn what makes them love learning

Role of the Parents/Caregivers - The Home Facilitator

- take on the leadership in facilitating and planning the day-to-day delivery of the curriculum collaboratively decided upon in the initial planning meeting with your child's assigned teacher(s)
- participate in, and approve of, the documentation of the curriculum materials and learning strategies chosen, for each school year, in the student's SLP
- request help from staff if problems with progress or materials arise for the student
- maintain regular contact with staff to continually support student progress
- participate in assessment conferences and/or provide portfolios of student work for assessment
- most importantly, celebrate the student's successes

Role of the PIE Teachers

- collaborate with parents, and when appropriate students, to develop SLPs
- conduct 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 and provide continuous support and encouragement

Role of the PIE Learning Support Teachers

- collaborate with parents, students, and teachers to develop Inclusive Education Plans (IEPs) for students with disabilities and diverse abilities who have learning support designations
- arrange learning support (i.e. learning assistance, counselling, school psychology, speech-language pathology, and physiotherapy/occupational therapy) to help students meet the goals and objectives outlined in their IEPs.
- collaborate with the PIE administrator to oversee the learning support funding for each student throughout the year
- support teachers and families of students with disabilities and diverse abilities throughout the year with challenges, changes, needs
- perform standardized achievement assessments, as required, for students referred to the learning support department
- maintain regular contact with enrolled families and provide continuous support and encouragement

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 course 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 PIE

Parent signature:

Teacher Signature:

Date signed by parent:

Completion Date: June 20