



## PIE GRADE SIX 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 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<br>(2016 Big Ideas) | <ul style="list-style-type: none"> <li>• Language and text can be a source of creativity and joy.</li> <li>• Exploring text and story helps us understand ourselves and make connections to others and to the world.</li> <li>• Exploring and sharing multiple perspectives extends our thinking.</li> <li>• Developing our understanding of how language works allows us to use it purposefully.</li> <li>• Texts are created for different purposes and audiences</li> <li>• Synthesizing the meaning from different texts and ideas helps us create new understandings.</li> </ul> |                                |         |
| Mathematics<br>(2016 Big Ideas)   | <ul style="list-style-type: none"> <li>• Numbers can be represented in many forms and reflect different relationships</li> <li>• Numeracy helps us to see patterns, communicate ideas, and solve problems.</li> <li>• Patterns allow us to see relationships and develop generalizations.</li> <li>• Geometry and measurement empower us to make meaning of the world.</li> <li>• We can apply mathematics to inquiry questions and use it to communicate information and data.</li> <li>• Data enable us to draw conclusions and make predictions in an unstable world.</li> </ul>   |                                |         |

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

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

## Role of the PIE Student

- when appropriate, participate in the development of Student Learning Plans (SLPs)
- request help from home facilitators (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 learner'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 learner's SLP
- request help from staff if problems with progress or materials arise for the learner
- maintain regular contact with staff to continually support learner progress
- participate in assessment conferences and/or provide portfolios of student work for assessment
- most importantly, celebrate the learner's successes

## **Role of the PIE Teachers**

- collaborate with parents/caregivers and, when appropriate, students to develop SLPs
- conduct learner assessments
- organize and direct activities and field trips
- assess learner progress in meeting required learning standards
- assist parents/caregivers when problems with progress or materials arise
- maintain regular contact with enroled families and provide continuous support and encouragement

## **Role of the PIE Inclusive Education Teachers**

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

## **Role of PIE Admin**

- act as liaisons between enroled families and the school district
- advise families and PIE teachers on the development of SLPs

- 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 and supervise delivery of curricular materials and online courses
- 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