



PIE GRADE SEVEN 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 (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"> • Geographic conditions shaped the emergence of civilizations. • Religious and cultural practices that emerged during this period have endured and continue to influence people. • Increasingly complex societies required new systems of laws and government. • Economic specialization and trade networks can lead to conflict and cooperation between societies 		
Science (2016 Big Ideas)	<ul style="list-style-type: none"> • The theory of evolution by natural selection provides an explanation for the diversity and survival of living things. • Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combined. • The electromagnetic force produces both electricity and magnetism. • Earth and its climate have changed over geological time. 		
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. • 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 		

Arts Education (2016 Big Ideas)	<ul style="list-style-type: none"> • Through art making, one's sense of identity and community continually evolves. • Experiencing art challenges our point of view and expands our understanding of others. • Dance, drama, music, and visual arts are each unique languages for creating and communicating. • Engaging in the arts develops people's ability to understand and express complex ideas. 		
Core French (2016 Big Ideas)	<ul style="list-style-type: none"> • Listening and viewing with intent help us understand an increasing variety of messages. • Meaningful interactions are possible even with limited French. • With basic French, we can explain why things are of interest to us and others. • Stories allow us to understand ideas in a meaningful way. • There are vibrant Francophone communities in many regions of the world. • Francophone communities in different parts of the world have similarities and differences 		
Applied Design, Skills, and Technologies (2016 Big Ideas)	<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>		

Career Education (2016 Big Ideas)	<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. 		
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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