



PIE GRADE EIGHT 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. • Developing our understanding of how language works allows us to use it purposefully. • Purpose, audience, and context guide the author's choices in the construction of text. • Language can shape ideas and influence others. • People understand texts differently depending on their worldviews and perspectives. • Texts are socially, culturally, and historically constructed. 		
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. 		

	<ul style="list-style-type: none"> Data enable us to draw conclusions and make predictions in an unstable world. 		
Social Studies (2016 Big Ideas)	<ul style="list-style-type: none"> Contacts and conflicts between peoples stimulated significant cultural, social, political change. Human and environmental factors shape changes in population and living standards. Exploration, expansion, and colonization had varying consequences for different groups. Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. 		
Science (2016 Big Ideas)	<ul style="list-style-type: none"> Cells are a basic unit of life. The kinetic molecular theory and the theory of the atom explain the behaviour of matter. Energy can be transferred as both a particle and a wave. The theory of plate tectonics is the unifying theory that explains Earth's geological processes. 		
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"> Creative growth requires patience, readiness to take risks, and willingness to try new approaches. Individual and collective expression can be achieved through the arts. Dance, drama, music, and visual arts are each unique languages for creating and communicating. Artists often challenge the status quo and open us to new perspectives and experiences 		
Core French	<ul style="list-style-type: none"> Listening and viewing with intent deepens our understanding of French 		

(2016 Big Ideas)	<ul style="list-style-type: none"> • I am capable of expressing myself and making myself understood in French. • Meaning can be conveyed in multiple ways in French. • Stories allow us to understand and communicate ideas in a meaningful way • Acquiring a new language allows us to see the world from a new perspective. • Learning about other cultural communities allows us to better understand our own cultural community 		
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>This is a yearlong course that includes one or more of the following topics:</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"> • 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. 		

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