



## 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"> <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>• Developing our understanding of how language works allows us to use it purposefully.</li> <li>• Purpose, audience, and context guide the author’s choices in the construction of text.</li> <li>• Language can shape ideas and influence others.</li> <li>• People understand texts differently depending on their worldviews and perspectives.</li> <li>• Texts are socially, culturally, and historically constructed.</li> </ul>		
Mathematics (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> </ul>		

	<ul style="list-style-type: none"> <li>Data enable us to draw conclusions and make predictions in an unstable world.</li> </ul>		
Social Studies (2016 Big Ideas)	<ul style="list-style-type: none"> <li>Contacts and conflicts between peoples stimulated significant cultural, social, political change.</li> <li>Human and environmental factors shape changes in population and living standards.</li> <li>Exploration, expansion, and colonization had varying consequences for different groups.</li> <li>Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.</li> </ul>		
Science (2016 Big Ideas)	<ul style="list-style-type: none"> <li>Cells are a basic unit of life.</li> <li>The kinetic molecular theory and the theory of the atom explain the behaviour of matter.</li> <li>Energy can be transferred as both a particle and a wave.</li> <li>The theory of plate tectonics is the unifying theory that explains Earth's geological processes.</li> </ul>		
Physical and Health Education (2016 Big Ideas)	<ul style="list-style-type: none"> <li>Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.</li> <li>Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.</li> <li>Healthy choices influence our physical, emotional, and mental well-being.</li> <li>Healthy relationships can help us lead rewarding and fulfilling lives.</li> <li>Advocating for the health and well-being of others connects us to our community.</li> </ul>		
Arts Education (2016 Big Ideas)	<ul style="list-style-type: none"> <li>Creative growth requires patience, readiness to take risks, and willingness to try new approaches.</li> <li>Individual and collective expression can be achieved through the arts.</li> <li>Dance, drama, music, and visual arts are each unique languages for creating and communicating.</li> <li>Artists often challenge the status quo and open us to new perspectives and experiences</li> </ul>		
Core French	<ul style="list-style-type: none"> <li>Listening and viewing with intent deepens our understanding of French</li> </ul>		

(2016 Big Ideas)	<ul style="list-style-type: none"> <li>• I am capable of expressing myself and making myself understood in French.</li> <li>• Meaning can be conveyed in multiple ways in French.</li> <li>• Stories allow us to understand and communicate ideas in a meaningful way</li> <li>• Acquiring a new language allows us to see the world from a new perspective.</li> <li>• Learning about other cultural communities allows us to better understand our own cultural community</li> </ul>		
Applied Design, Skills, and Technologies (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>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"> <li>• Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.</li> <li>• The value of work in our lives, communities, and society can be viewed from diverse perspectives.</li> <li>• Achieving our learning goals requires effort and perseverance.</li> <li>• Adapting to economic and labour market changes requires flexibility.</li> <li>• Our career paths reflect the personal, community, and educational choices we make.</li> </ul>		

## 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