



PIE GRADE NINE 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)	• 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)	• 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)	- Emerging ideas and ideologies profoundly influence societies and events. - The physical environment influences the nature of political, social, and economic change. - Disparities in power alter the balance of relationships between individuals and between societies. - Collective identity is constructed and can change over time.		
Science (2016 Big Ideas)	- Cells are derived from cells - The electron arrangement of atoms impacts their chemical nature. - Electricity is the flow of electrons. - The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.		
Physical and Health Education (2016 Big Ideas)	- 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)	- Identity is explored, expressed, and impacted through arts experiences. - The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures. - Creative arts experiences can build community and nurture relationships with others - Dance, drama, music, and visual arts use their own unique sensory language for creating and communicating		
Core French (2016 Big Ideas) OPTIONAL	- Listening and viewing with intent strengthens our understanding and acquisition of French - I am capable of expressing myself and having meaningful conversations in French. - Stories give us unique ways to interpret and share knowledge, thoughts, and feelings.		

	• Acquiring French provides opportunities to explore our own cultural identity from a new perspective. • Creative works are an expression of culture.		
Applied Design, Skills, and Technologies (2016 Big Ideas)	• Social, ethical, and sustainability considerations impact design. • Complex tasks require the sequencing of skills. • Complex tasks require different technologies and tools at different stages. This is a yearlong course that includes one or more of the following topics: Drafting, Electronics and Robotics, Entrepreneurship and Marketing, Food Studies, Information and Communication Technologies, Media Arts, Metalwork, Power Technology, Textiles, Woodwork		
Career Education (2016 Big Ideas)	• 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