



## PIE GRADE ONE 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 (previously called report cards) 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 stories can be a source of creativity and joy.</li> <li>Stories help us learn about ourselves and our families.</li> <li>Stories can be told through pictures and words.</li> <li>Everyone can be a reader and can create stories.</li> <li>Everyone has a unique story.</li> <li>Playing with language helps us discover how language works.</li> <li>Listening and speaking builds our understanding and helps us learn.</li> </ul>		
Mathematics (2016 Big Ideas)	<ul style="list-style-type: none"> <li>Number represents and describes quantity: Numbers to 20 can be decomposed into 10's and 1's.</li> <li>Developing computational fluency comes from a strong sense of number: Addition and subtraction can be modelled concretely, pictorially, and mentally, using strategies involving counting and making 10.</li> <li>We use patterns to represent identified regularities and to form generalizations: Repeating elements can be identified.</li> <li>We can describe, measure, and compare spatial relationships: Objects and shapes have attributes.</li> <li>Analyzing data and chance help us to compare and interpret: Concrete graphs show one-to-one correspondence.</li> </ul>		
Social Studies (2016 Big Ideas)	<ul style="list-style-type: none"> <li>We shape the local environment, and the local environment shapes who we are and how we live.</li> <li>Our rights, roles, and responsibilities are important for building strong communities.</li> <li>Healthy communities recognize and respect the diversity of individuals and care for the local environment.</li> </ul>		

<p>Science (2016 Big Ideas)</p>	<ul style="list-style-type: none"> <li>• Living things have features and behaviours that help them survive in their environment.</li> <li>• Matter is useful because of its properties.</li> <li>• Light and sound can be produced and their properties can be changed.</li> <li>• Observable patterns and cycles occur in the local sky and landscape.</li> </ul>		
<p>Physical and Health Education (2016 Big Ideas)</p>	<ul style="list-style-type: none"> <li>• Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living</li> <li>• Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.</li> <li>• Knowing about our bodies and making healthy choices helps us look after ourselves.</li> <li>• Good health comprises physical, mental, and emotional well-being.</li> </ul>		
<p>Arts Education (2016 Big Ideas)</p>	<ul style="list-style-type: none"> <li>• People create art to express who they are as individuals and community.</li> <li>• Engagement in the arts creates opportunities for inquiry through purposeful play.</li> <li>• Dance, drama, music, and visual arts express meaning in unique ways.</li> <li>• People connect to others and share ideas through the arts.</li> </ul>		
<p>Applied Design, Skills, and Technologies (2016 Big Ideas)</p>	<ul style="list-style-type: none"> <li>• Designs grow out of natural curiosity.</li> <li>• Skills can be developed through play.</li> <li>• Technologies are tools that extend human capabilities.</li> </ul>		
<p>Career Education (2016 Big Ideas)</p>	<ul style="list-style-type: none"> <li>• Confidence develops through the process of self-discovery.</li> <li>• Strong communities are the result of being connected to family and community and working together toward common goals.</li> <li>• Effective collaboration relies on clear, respectful communication.</li> <li>• Everything we learn helps us to develop skills.</li> <li>• Communities include many different roles requiring many different skills.</li> <li>• Learning is a lifelong enterprise.</li> </ul>		

## Roles of PIE Staff, Parents & Students

### 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 courses 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 the program.

### Role of the PIE Teacher:

- collaborate with parents, and when appropriate students, to develop Student Learning Plans
- perform 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.

### Role of the Learning Support Teacher (LST):

- collaborate with parents, students and teachers to develop Inclusive Education Plans (IEPs) for students with disabilities and diverse abilities

- collaborate with families to organize the learning supports needed to support each student's designation
- collaborate with the PIE administrators to oversee the learning support funding for each designated student throughout the year
- support teachers and families of students with designations throughout the year with any challenges, changes, needs, etc.
- provide support and perform standardized achievement assessments, as required, for students referred to the learning support department

### Role of the PIE Parent(s)/Caregiver(s):

- collaborate with PIE staff, and when appropriate students, to develop Student Learning Plans
- request help from staff if problems with progress or materials arise
- maintain regular contact with staff to continually support and document student progress
- participate in home visits and/or provide portfolios of student work for assessment

### Role of the PIE Student:

- when appropriate, participate in the development of Student Learning Plans
- request help from parent(s) and/or their teacher when they need it
- work to the best of their ability to demonstrate their learning in all of their required areas of study

Parent signature:

Teacher Signature:

Date signed by parent:

Completion Date: June 20