



## PIE GRADE THREE 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>Everyone can be a reader and a writer.</li> <li>Listening and speaking helps us to explore, share, and develop our ideas.</li> <li>Using language in creative and playful ways helps us understand how language works.</li> <li>Readers use strategies to make sense of what they read, hear, and view.</li> </ul>		
Mathematics (2016 Big Ideas)	<ul style="list-style-type: none"> <li>Number represents and describes quantity: Parts of wholes can be represented by fractions.</li> <li>Developing computational fluency comes from a strong sense of number: Flexible decomposing and composing are used when adding, subtracting, multiplying, and dividing whole numbers.</li> <li>We use patterns to represent identified regularities and to form generalizations: The regular change in increasing and decreasing patterns can be identified.</li> <li>We can describe, measure, and compare spatial relationships: Standard units are used to measure attributes of objects shapes.</li> <li>Analyzing data and chance help us to compare and interpret: The likelihood of possible outcomes can be examined.</li> </ul>		
Social Studies (2016 Big Ideas)	<ul style="list-style-type: none"> <li>Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</li> <li>People from diverse cultures and societies share some common experiences and aspects of life.</li> <li>Indigenous knowledge is passed down through oral history, traditions, and collective memory.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.</li> </ul>		
Science (2016 Big Ideas)	<ul style="list-style-type: none"> <li>• Living things are diverse, can be grouped, and interact in their ecosystems.</li> <li>• All matter is made of particles.</li> <li>• Thermal energy can be produced and transferred.</li> <li>• Wind, water, and ice change the shape of the land.</li> </ul>		
Physical and Health Education (2016 Big Ideas)	<ul style="list-style-type: none"> <li>• Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.</li> <li>• Movement skills and strategies help us learn how to participate in different types of physical activity.</li> <li>• Adopting healthy personal practices and safety strategies protects ourselves and others.</li> <li>• Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.</li> <li>• Our physical, emotional, and mental health are interconnected.</li> </ul>		
Arts Education (2016 Big Ideas)	<ul style="list-style-type: none"> <li>• The mind and body work together when creating works of art.</li> <li>• Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.</li> <li>• Dance, drama, music, and visual arts are each unique languages for creating and communicating.</li> <li>• The arts connect our experiences to the experiences of others.</li> </ul>		
Applied Design, Skills, and Technologies (2016 Big Ideas)	<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>		
Career Education (2016 Big Ideas)	<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