



PIE GRADE FIVE 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"> • 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. • Listening carefully helps us learn. • Text can be understood from different perspectives. • Using language in creative and playful ways helps us understand how language works. • Combining different texts and ideas allows us to create new understandings. • Texts are created for different purposes and audiences. 		
Mathematics (2016 Big Ideas)	<ul style="list-style-type: none"> • Number represents and describes quantity: Parts of wholes can be represented by equivalent fractions. • Developing computational fluency comes from a strong sense of number: Flexibility in working with numbers extends to operations with larger (multi-digit) numbers. • We use patterns to represent identified regularities and to form generalizations: Number patterns can be expressed using variables in tables. • We can describe, measure, and compare spatial relationships: Closed shapes have area and perimeter. • Analyzing data and chance help us to compare and interpret: Graphs can be used to show many-to-one correspondence. 		
Social Studies (2016 Big Ideas)	<ul style="list-style-type: none"> • Canada’s policies and treatment of minority peoples have negative and positive legacies. • Natural resources continue to shape the economy and identity of different regions of Canada • Immigration and multiculturalism continue to shape Canadian society and identity. • Canadian institutions and government reflect the challenge of our regional diversity. 		

<p>Science (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Multicellular organisms have organ systems that enable them to survive and interact within their environment. • Solutions are homogeneous mixtures. • Machines are devices that transfer force and energy. • Humans use earth materials as natural resources. 		
<p>Physical and Health Education (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Daily physical activity enables us to practice skillful movement and helps us develop personal fitness. • Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle • Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. • Personal choices and social and environmental factors influence our health and well-being. • Developing healthy relationships helps us feel connected, supported, and valued. 		
<p>Arts Education (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Engaging in creative expression and experiences expands people’s sense of identity and belonging • Artists experiment in a variety of ways to discover new possibilities and perspectives. • Dance, drama, music and visual arts are each unique languages for creating and communicating. • Works of art influence and are influenced by the world around us. 		
<p>Core French (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Listening and viewing with intent helps us acquire French. • Both verbal and non-verbal cues contribute meaning in language. • Meaningful communication is possible in French using simple, high-frequency words and patterns • With basic French, we can describe ourselves and our interests • Francophone culture is a vibrant part of many Canadian communities. • Each culture has traditions and ways of celebrating. 		
<p>Applied Design, Skills, and Technologies (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Designs can be improved with prototyping and testing. • Skills are developed through practice, effort, and action. • The choice of technology and tools depends on the task. 		
<p>Career Education (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Public identity is influenced by personal choices and decisions. • Exploring our strengths and abilities can help us identify our goals. • Leadership requires listening to and respecting the ideas of others. • Family and community relationships can be a source of support and guidance when solving problems and making decisions. • Good learning and work habits contribute to short- and long-term personal and career success. 		

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