



PIE GRADE K 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 stories can be a source of creativity and joy. • Stories help us learn about ourselves and our families. • Stories can be told through pictures and words. • Everyone can be a reader and can create stories. • Everyone has a unique story. • Playing with language helps us discover how language works. • Listening and speaking builds our understanding and helps us learn. 		
Mathematics (2016 Big Ideas)	<ul style="list-style-type: none"> • Number represents and describes quantity: Quantities can be decomposed into smaller parts. • Developing computational fluency comes from a strong sense of number: One-to-one correspondence and a sense of 5 and 10 are essential for working with numbers. • We use patterns to represent identified regularities and to form generalizations: Repeating elements can be identified. • We can describe, measure, and compare spatial relationships: Objects have attributes. • Analyzing data and chance help us to compare and interpret: Familiar events can be described as likely or unlikely. 		
Social Studies (2016 Big Ideas)	<ul style="list-style-type: none"> • Our communities are diverse and made of individuals who have a lot in common. 		

	<ul style="list-style-type: none"> • Stories and traditions about ourselves and our families reflect who we are and where we are from. • Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. 		
Science (2016 Big Ideas)	<ul style="list-style-type: none"> • Plants and animals have observable features. • Humans interact with matter every day through familiar materials. • The motion of objects depends on their properties. • Daily and seasonal changes affect all living things. 		
Physical and Health Education (2016 Big Ideas)	<ul style="list-style-type: none"> • Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. • Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. • Knowing about our bodies and making healthy choices helps us look after ourselves. • Good health comprises physical, mental, and emotional well-being. 		
Arts Education (2016 Big Ideas)	<ul style="list-style-type: none"> • People create art to express who they are as individuals and community. • Engagement in the arts creates opportunities for inquiry through purposeful play. • Dance, drama, music, and visual arts express meaning in unique ways. • People connect to others and share ideas through the arts. 		
Applied Design, Skills, and Technologies (2016 Big Ideas)	<ul style="list-style-type: none"> • Designs grow out of natural curiosity. • Skills can be developed through play. • Technologies are tools that extend human capabilities. 		
Career Education (2016 Big Ideas)	<ul style="list-style-type: none"> • Confidence develops through the process of self-discovery. • Strong communities are the result of being connected to family and community and working together toward common goals. • Effective collaboration relies on clear, respectful communication. • Everything we learn helps us to develop skills. 		

	<ul style="list-style-type: none"> • Communities include many different roles requiring many different skills. • Learning is a lifelong enterprise. 		
--	---	--	--

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