



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 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: Numbers to 20 can be decomposed into 10's and 1's. • 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. • 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 and shapes have attributes. | | |

| | | | |
|---|--|--|--|
| | <ul style="list-style-type: none"> Analyzing data and chance help us to compare and interpret: Concrete graphs show one-to-one correspondence. | | |
| Social Studies (2016 Big Ideas) | <ul style="list-style-type: none"> We shape the local environment, and the local environment shapes who we are and how we live. Our rights, roles, and responsibilities are important for building strong communities. Healthy communities recognize and respect the diversity of individuals and care for the local environment. | | |
| Science (2016 Big Ideas) | <ul style="list-style-type: none"> Living things have features and behaviours that help them survive in their environment. Matter is useful because of its properties. Light and sound can be produced and their properties can be changed. Observable patterns and cycles occur in the local sky and landscape. | | |
| 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. | | |

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

Role of the PIE Student

- when appropriate, participate in the development of Student Learning Plans (SLPs)
- request help from their home facilitator (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 child'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 student's SLP

- request help from staff if problems with progress or materials arise for the student
- maintain regular contact with staff to continually support student progress
- participate in assessment conferences and/or provide portfolios of student work for assessment
- most importantly, celebrate the student's successes

Role of the PIE Teachers

- collaborate with parents, and when appropriate students, to develop SLPs
- conduct 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 and provide continuous support and encouragement

Role of the PIE Learning Support Teachers

- collaborate with parents, students, and teachers to develop Inclusive Education Plans (IEPs) for students with disabilities and diverse abilities who have learning support designations
- arrange learning support (i.e. learning assistance, counselling, school psychology, speech-language pathology, and physiotherapy/occupational therapy) to help students meet the goals and objectives outlined in their IEPs.
- collaborate with the PIE administrator to oversee the learning support funding for each student throughout the year
- support teachers and families of students with disabilities and diverse abilities throughout the year with challenges, changes, needs
- perform standardized achievement assessments, as required, for students referred to the learning support department
- maintain regular contact with enrolled families and provide continuous support and encouragement

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 course 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 PIE

Parent signature:

Teacher Signature:

Date signed by parent:

Completion Date: June 20