



## PIE GRADE TWO 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"> <li>• Language and stories can be a source of creativity and joy.</li> <li>• Stories help us learn about ourselves, our families, and our communities.</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: Numbers to 100 can be decomposed into 10's and 1's.</li> <li>• Developing computational fluency comes from a strong sense of number: Fluency in addition and subtraction with numbers to 100 requires understanding of place value and mental math strategies.</li> </ul>		

	<ul style="list-style-type: none"> <li>• We use patterns to represent identified regularities and to form generalizations: The regular change in increasing patterns 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 items can be represented pictorially in a graph.</li> </ul>		
Social Studies (2016 Big Ideas)	<ul style="list-style-type: none"> <li>• Local actions have global consequences, and global actions have local consequences.</li> <li>• Canada is made up of many diverse regions and communities.</li> <li>• Individuals have rights and responsibilities as global citizens.</li> </ul>		
Science (2016 Big Ideas)	<ul style="list-style-type: none"> <li>• All living things have a life cycle.</li> <li>• Materials can be changed through physical and chemical processes.</li> <li>• Forces influence the motion of an object.</li> <li>• Water is essential to all living things, and it cycles through the environment.</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>• Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.</li> </ul>		

	<ul style="list-style-type: none"> <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>• Creative expression develops our unique identity and voice.</li> <li>• Inquiry through the arts creates opportunities for risk taking.</li> <li>• Dance, drama, music, and visual arts are each unique languages for creating and communicating.</li> <li>• People connect to the hearts and minds of others in a variety of places and times through the arts.</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>		

## Role of the PIE Student

- when appropriate, participate in the development of Student Learning Plans (SLPs)
- request help from home facilitators (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 learner'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 learner's SLP
- request help from staff if problems with progress or materials arise for the learner
- maintain regular contact with staff to continually support learner progress
- participate in assessment conferences and/or provide portfolios of student work for assessment
- most importantly, celebrate the learner's successes

## **Role of the PIE Teachers**

- collaborate with parents/caregivers and, when appropriate, students to develop SLPs
- conduct learner assessments
- organize and direct activities and field trips
- assess learner progress in meeting required learning standards
- assist parents/caregivers when problems with progress or materials arise
- maintain regular contact with enrolled families and provide continuous support and encouragement

## **Role of the PIE Inclusive Education Teachers**

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

## Role of PIE Admin

- act as liaisons between enroled families and the school district
- advise families and PIE teachers on the development of SLPs
- 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 and supervise delivery of curricular materials and online courses
- 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