



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"> • Language and stories can be a source of creativity and joy. • Stories help us learn about ourselves, our families, and our communities. • Everyone can be a reader and a writer. • Listening and speaking helps us to explore, share, and develop our ideas. • Using language in creative and playful ways helps us understand how language works. • Readers use strategies to make sense of what they read, hear, and view. 		
Mathematics (2016 Big Ideas)	<ul style="list-style-type: none"> • Number represents and describes quantity: Numbers to 100 can be decomposed into 10's and 1's. • 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. 		

	<ul style="list-style-type: none"> • We use patterns to represent identified regularities and to form generalizations: The regular change in increasing patterns can be identified. • We can describe, measure, and compare spatial relationships: Objects and shapes have attributes. • Analyzing data and chance help us to compare and interpret: Concrete items can be represented pictorially in a graph. 		
<p>Social Studies (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Local actions have global consequences, and global actions have local consequences. • Canada is made up of many diverse regions and communities. • Individuals have rights and responsibilities as global citizens. 		
<p>Science (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • All living things have a life cycle. • Materials can be changed through physical and chemical processes. • Forces influence the motion of an object. • Water is essential to all living things, and it cycles through the environment. 		
<p>Physical and Health Education (2016 Big Ideas)</p>	<ul style="list-style-type: none"> • Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. • Learning how to participate and move our bodies in different physical activities helps us develop physical literacy. 		

	<ul style="list-style-type: none"> • Adopting healthy personal practices and safety strategies protects ourselves and others. • Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships. • Our physical, emotional, and mental health are interconnected. 		
Arts Education (2016 Big Ideas)	<ul style="list-style-type: none"> • Creative expression develops our unique identity and voice. • Inquiry through the arts creates opportunities for risk taking. • Dance, drama, music, and visual arts are each unique languages for creating and communicating. • People connect to the hearts and minds of others in a variety of places and times 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 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