



PIE GRADE THREE 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. • 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: Parts of wholes can be represented by fractions. • Developing computational fluency comes from a strong sense of number: Flexible decomposing and composing are used when adding, subtracting, multiplying, and dividing whole numbers. • We use patterns to represent identified regularities and to form generalizations: The regular change in increasing and decreasing patterns can be identified. 		

	<ul style="list-style-type: none"> • We can describe, measure, and compare spatial relationships: Standard units are used to measure attributes of objects shapes. • Analyzing data and chance help us to compare and interpret: The likelihood of possible outcomes can be examined. 		
Social Studies (2016 Big Ideas)	<ul style="list-style-type: none"> • Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. • People from diverse cultures and societies share some common experiences and aspects of life. • Indigenous knowledge is passed down through oral history, traditions, and collective memory. • Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. 		
Science (2016 Big Ideas)	<ul style="list-style-type: none"> • Living things are diverse, can be grouped, and interact in their ecosystems. • All matter is made of particles. • Thermal energy can be produced and transferred. • Wind, water, and ice change the shape of the land. 		
Physical and Health Education (2016 Big Ideas)	<ul style="list-style-type: none"> • Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. • Movement skills and strategies help us learn how to participate in different types of physical activity. • 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"> • The mind and body work together when creating works of art. • Creative experiences involve an interplay between exploration, inquiry, and purposeful choice. • Dance, drama, music, and visual arts are each unique languages for creating and communicating. • The arts connect our experiences to the experiences of others. 		
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