



PIE GRADE FOUR 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)	• Language and text can be a source of creativity and joy. • Exploring text and story helps us understand ourselves and make connections to others and to the world. • Listening carefully helps us learn. • Text can be understood from different perspectives. • Using language in creative and playful ways helps us understand how language works. • Combining different texts and ideas allows us to create new understandings. • Texts are created for different purposes and audiences.		
Mathematics (2016 Big Ideas)	• Number represents and describes quantity: Parts of wholes can be represented by fractions and decimals. • Developing computational fluency comes from a strong sense of number: Patterns and relations within multiplication and division develop multiplicative thinking. • We use patterns to represent identified regularities and to form generalizations: The regular change in patterns can be represented using tools and tables. • We can describe, measure, and compare spatial relationships: Polygons are closed shapes with similar attributes.		

	Analyzing data and chance help us to compare and interpret: Probability experiments develop an understanding of chance.		
Social Studies (2016 Big Ideas)	- The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. - Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity. - Demographic changes in North America created shifts in economic and political power. - British Columbia followed a unique path in becoming a part of Canada.		
Science (2016 Big Ideas)	- All living things and their environment are interdependent. - Matter has mass, takes up space, and can change phase. - Energy comes in a variety of forms that can be transferred from one object to another. - The motion of Earth and the moon cause observable patterns that affect living and non-living systems.		
Physical and Health Education (2016 Big Ideas)	- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. - Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle. - Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. - Personal choices and social and environmental factors influence our health and well-being. - Developing healthy relationships helps us feel connected, supported, and valued		
Arts Education (2016 Big Ideas)	- Creative expression is a means to explore and share one's identity within a community. - Artists experiment in a variety of ways to discover new possibilities. - Dance, drama, music, and visual arts are each unique languages for creating and communicating.		

	Exploring works of art exposes us to diverse values, knowledge, and perspectives.		
Applied Design, Skills, and Technologies (2016 Big Ideas)	- Designs can be improved with prototyping and testing. - Skills are developed through practice, effort, and action. - The choice of technology and tools depends on the task.		
Career Education (2016 Big Ideas)	- Public identity is influenced by personal choices and decisions. - Exploring our strengths and abilities can help us identify our goals. - Leadership requires listening to and respecting the ideas of others. - Family and community relationships can be a source of support and guidance when solving problems and making decisions. - Good learning and work habits contribute to short- and long-term personal and career success.		

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 enroled 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 enroled 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