



PIE GRADE FIVE 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 equivalent fractions. • Developing computational fluency comes from a strong sense of number: Flexibility in working with numbers extends to operations with larger (multi-digit) numbers. • We use patterns to represent identified regularities and to form generalizations: Number patterns can be expressed using variables in tables. • We can describe, measure, and compare spatial relationships: Closed shapes have area and perimeter.		

	Analyzing data and chance help us to compare and interpret: Graphs can be used to show many-to-one correspondence.		
Social Studies (2016 Big Ideas)	- Canada's policies and treatment of minority peoples have negative and positive legacies. - Natural resources continue to shape the economy and identity of different regions of Canada - Immigration and multiculturalism continue to shape Canadian society and identity. - Canadian institutions and government reflect the challenge of our regional diversity.		
Science (2016 Big Ideas)	- Multicellular organisms have organ systems that enable them to survive and interact within their environment. - Solutions are homogeneous mixtures. - Machines are devices that transfer force and energy. - Humans use earth materials as natural resources.		
Physical and Health Education (2016 Big Ideas)	- Daily physical activity enables us to practice skillful movement and helps us develop personal fitness. - 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)	- Engaging in creative expression and experiences expands people's sense of identity and belonging - Artists experiment in a variety of ways to discover new possibilities and perspectives.		

	• Dance, drama, music and visual arts are each unique languages for creating and communicating. • Works of art influence and are influenced by the world around us.		
Core French (2016 Big Ideas)	• Listening and viewing with intent helps us acquire French. • Both verbal and non-verbal cues contribute meaning in language. • Meaningful communication is possible in French using simple, high-frequency words and patterns • With basic French, we can describe ourselves and our interests • Francophone culture is a vibrant part of many Canadian communities. • Each culture has traditions and ways of celebrating.		
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