

# Connections between Core and Curricular Competencies

## BC Grades 6-9 Mathematics

| Core Competencies  | Curricular Competencies  |
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| <p><b>Communication</b></p> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• <i>connect and engage with others</i></li> <li>• <i>focus on intent and purpose</i></li> <li>• <i>acquire and present information</i></li> </ul> <p><b>Collaborating</b></p> <ul style="list-style-type: none"> <li>• <i>work collectively</i></li> <li>• <i>support group interactions</i></li> <li>• <i>determine common purposes</i></li> </ul>  | <p><b>Communicating and Representing</b></p> <ul style="list-style-type: none"> <li>• Communicate mathematical thinking in many ways</li> <li>• Use mathematical vocabulary and language to contribute to mathematical discussions</li> <li>• Explain and justify mathematical ideas and decisions</li> <li>• Represent mathematical ideas in concrete, pictorial, and symbolic forms</li> </ul>   |
| <p><b>Thinking</b></p> <p><b>Creative Thinking</b></p> <ul style="list-style-type: none"> <li>• <i>create and innovate</i></li> <li>• <i>generate and incubate</i></li> <li>• <i>evaluate and develop</i></li> </ul> <p><b>Critical &amp; Reflective Thinking</b></p> <ul style="list-style-type: none"> <li>• <i>analyze and critique</i></li> <li>• <i>question and investigate</i></li> <li>• <i>design and develop</i></li> <li>• <i>reflect and assess</i></li> </ul>   | <p><b>Understanding and Solving</b></p> <ul style="list-style-type: none"> <li>• Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</li> <li>• Visualize to explore mathematical concepts</li> <li>• Apply multiple strategies to solve problems in both abstract and contextualized situations</li> </ul> <p><b>Reasoning and Analyzing</b></p> <ul style="list-style-type: none"> <li>• Use logic and patterns to solve puzzles and play games</li> <li>• Use reasoning and logic to explore, analyze and apply mathematical ideas</li> <li>• Estimate reasonably</li> <li>• Demonstrate and apply mental math strategies</li> <li>• Use tools or technology to explore and create patterns and relationships, and test conjectures</li> <li>• Model mathematics in contextualized experiences</li> </ul> |
| <p><b>Personal and Social</b></p> <p><b>Positive Personal &amp; Cultural Identity</b></p> <ul style="list-style-type: none"> <li>• <i>relationships and cultural contexts</i></li> <li>• <i>personal values and choices</i></li> <li>• <i>personal strengths and abilities</i></li> </ul> <p><b>Personal Awareness &amp; Responsibility</b></p> <ul style="list-style-type: none"> <li>• <i>self-advocate</i></li> <li>• <i>self-regulation</i></li> <li>• <i>well-being</i></li> </ul> <p><b>Social Awareness &amp; Responsibility</b></p> <ul style="list-style-type: none"> <li>• <i>build relationships</i></li> <li>• <i>contribute to community &amp; care for the environment</i></li> <li>• <i>resolve problems</i></li> <li>• <i>value diversity</i></li> </ul> | <p><b>Understanding and Solving</b></p> <ul style="list-style-type: none"> <li>• Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</li> </ul> <p><b>Connecting and Reflecting</b></p> <ul style="list-style-type: none"> <li>• Reflect on mathematical thinking</li> <li>• Connect mathematical concepts to each other and to other areas and personal interests</li> <li>• Use mathematical arguments to support personal choices</li> <li>• Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts</li> </ul>  |

**Note:** Many of the curricular competencies are connected to more than one core competency and this table is just meant as a guide to support teachers in planning and assessment and to support students' connection-making as they learn to self-assess their development of the core competencies. This table may also be useful in supporting the development of a competency-based IEP.