

Connections between Core and Curricular Competencies

BC K-5 Mathematics

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

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.